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ABSTRACT

Results are presented from surveys conducted at Northern Arizona University (NAU) about its library services. Mail survey questionnaires were completed by 266 faculty members, and a telephone survey questioned 400 students about library services at the university's Cline Library. A mail survey completed by 121 media service users and 126 field service users (all faculty members) and a desk evaluation completed by the users of media services, special collections and archives (187 users in all) provided the balance of data used in the library evaluations. Satisfaction with the Cline Library was tempered by some specific identified needs, such as a lack of needed materials and inadequate parking. Field service users, media services users, and users of special collections and archives generally received the services they sought and rated the personal assistance they received highly. Comments and suggestions are given for improving services in each of these areas. Attachments present the six user surveys. (SLD)

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CLINE LIBRARY SURVEYS OF THE NAU FACULTY AND STUDENTS, and USERS OF MEDIA SERVICES AND FIELD SERVICES and EVALUATIONS OF THE DESK SERVICES PROVIDED BY MEDIA SERVICES AND SPECIAL COLLECTIONS AND ARCHIVES

Spring 1994

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SOCIAL RESEARCH LABORATORY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
NORTHERN ARIZONA UNIVERSITY

CLINE LIBRARY SURVEYS OF THE NAU FACULTY AND STUDENTS, and USERS OF MEDIA SERVICES AND FIELD SERVICES and EVALUATIONS OF THE DESK SERVICES PROVIDED BY MEDIA SERVICES AND SPECIAL COLLECTIONS AND ARCHIVES

Spring 1994

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EXECUTIVE SUMMARY

Part One: Faculty and Student Opinions Concerning the Resources and Services Offered by NAU's Cline Library

- All members of the faculty sample use the resources and services of Cline Library, and almost half of the faculty respondents use Library resources and services often (more than four times a month). In comparison, approximately a third of the student sample uses the Library often, and eight percent of these students never use the Library.

- The factor that constrains Library use for the most faculty and student respondents is the lack of needed materials. In addition, the lack of parking is mentioned as a constraint by about a third of the students.

- Over half of the faculty sample uses Cline Library because of the journal articles they need for class preparation or research, and the reference assistance faculty receives also is very important to them. Students use the Library primarily to study, and they also give importance to the book and journals collections.

- Faculty respondents rate the personal assistance they receive at Library desks more positively than the student respondents, and the Reference Desk receives ratings of excellent from the largest number of both faculty and students.

- Sixty-five percent of the faculty respondents use the NAU (CARL) online catalog often, and the faculty in Humanities, Social Sciences, and the Sciences use CARL more than faculty in the other academic clusters. Most of the faculty searches by subject or word when looking for either books or journal articles. In comparison, eighty-four percent of the student sample says "yes" they do use CARL, and the students primarily search for books by subject or word and primarily search for journals by author or name.

- Students rely on the Library's CD-ROM systems more than the faculty does, and the few faculty who use one or more of the CD-ROM systems report that they are only somewhat successful in finding materials. Over half of the student respondents believe that they are at least somewhat successful in finding materials using CD-ROM systems.

- In a given semester, more students check out zero books from Cline Library than is the case for faculty, and students check out large numbers of books at a lower rate than faculty. In addition, the faculty finds the books and journals they are searching for less often than the students do.

- Faculty tend to be only somewhat satisfied with the book and journals collections. While only nine percent of the faculty respondents are dissatisfied with the book collections, nineteen percent of these respondents are dissatisfied with the journals collections. In contrast, most of the students say that both collections are somewhat or very useful to them.

- Books for undergraduate teaching are given positive evaluations at higher rates than any other Library collection by the faculty, and a larger number of the faculty in Education gives positive evaluations to the book and journals collections for undergraduate and graduate teaching and research than is the case for faculty in any other academic cluster.

- The faculty believes that course-related lectures in the Library, librarians working individually with students, and written guides are the most effective means to increase students' ability to use the Library. Students believe that having a librarian help them individually with research and having access to CARL and other NAU catalogs and databases from their place of residence are most important in helping them use the Library.

- Approximately one-third of the faculty respondents provide instruction on Library resources in their classes. Only a fourth of the students have attended a class session in the Library, and approximately a third of the students have taken a tour of Cline Library.

- Methods to increase the faculty's ability to use the Library's resources which are preferred by the largest number of faculty include fast turnaround times for books and journal articles requested through interlibrary loan and access to CARL and other databases from office or home.

- Eighty-eight percent of the faculty respondents are satisfied with the Library's hours of operation.

- Only one-fourth of the students and approximately one-third of the faculty have listened to the Library's taped telephone messages. While almost all of the students listening to the messages found them helpful, only half of the faculty listening to the messages feels the same.

Part Two: Results of the Survey of Field Services Users

- The senior faculty (associate and full professors) have taught field-based classes for more semesters than their junior faculty counterparts (assistant professors, lecturers, and instructors), and although the number of faculty in each of the academic clusters who teach field-based classes is quite small, the faculties in Social Sciences and Education have taught these classes for the longest period of time.

- Of the twenty faculty who evaluated the quality of a presentation made by a Field Services librarian in one of their field classes, most rated the presentation very positively (scores of eight or above on a ten-point scale).

- A sizable number of the faculty teaching field-based classes give importance to the Library's CARL and CD-ROM systems, but, at the same time, a sizable number of these respondents do not have opinions on CARL or the CD-ROM systems.

- Many faculty teaching field-based classes do not request books or journals during a semester, and only one-fourth of the faculty respondents are completely satisfied with the materials that they do request. The largest number of faculty teaching field-based classes are from Education, and this faculty tends to be satisfied with the book and journals collections at higher rates than is true for the rest of the faculties.

- More than half of the faculty teaching in the field is very satisfied with the Library's personal services, and over one-third is very satisfied with the turnaround time for receiving books and journals. It should be noted, however, that sizable numbers of faculty have no opinion on these ratings questions.

- Many faculty who teach in the field use either their own libraries or other libraries around the state in addition to or as a replacement for Cline Library.

Part Three: Results of the Mailed Survey of Media Services Users and of the Desk Evaluations of Media Services

- One-third of the faculty included on the list of Media Services users report using these services more than eight times in the Fall 1993 semester, and the Humanities faculty were, by far, the most frequent users. In comparison, almost half of the individuals who filled out the desk evaluation form report using Media Services more than five times a month.

- Media and media equipment use in the course of a semester is not frequent, and over three-fourths of the faculty who responded to the mailed survey use their own media and/or media equipment or other providers of media and/or media equipment.

- The most important use of the Library's media collections for the faculty is definitely instruction, and the use mentioned most often as important by the individuals filling out the desk evaluation form is media reference help.

- Less than one-fourth of the faculty respondents to the mailed survey are completely satisfied with the media collections, but many of these respondents are very satisfied with the personal assistance they receive from the Media Services staff and the hours of operation, and the number of faculty who are very satisfied with the latter items is even higher among the Humanities, Social Sciences, Health Professions, and Education faculties.

- Among the individuals who filled out the desk evaluation form, over half are very satisfied with the media collections, and most are quite satisfied with the staff assistance.

Part Four: Results of the Desk Evaluation of Special Collections and Archives (SCA)

- Student users of Special Collections and Archives are most interested in research for a class paper, and other users of SCA tend to be interested in research for a book or article. A good number have very individual purposes in mind when they visit this department, including personal research and interests, tutoring materials, and information for consulting.

- Many of the SCA users first heard about the department from the Library staff, some got their information from a friend or some other source (a teacher, family member, Arizona Historical Society, a student, or a phone call). A few individuals got their information from CARL.

- Many of the SCA users were aware of the department's policies and procedures, but over a third of the users learned about these policies and procedures on this visit. About half of the respondents knew about the change in operating hours.

- The SCA users are primarily interested in the book collections, and many users also are interested in SCA periodicals.

- Not all visitors to Special Collections and Archives found what they were looking for on this visit, but over three-fourths of the individuals filling out the form did find the materials they sought.

- Almost all of the SCA users rated the personal assistance that they received from the staff as excellent.

METHODOLOGY

I. Cline Library Mailed Survey of the NAU Faculty

Survey questionnaires were mailed to 677 full-time NAU faculty (including administrative faculty) located on the Flagstaff campus on January 24, 1994. Reminder notices were sent to the entire faculty list on January 31, 1994. The faculty list was provided by University Planning and Analysis and represents the entire population of full-time NAU faculty on the Flagstaff campus. There were 266 faculty who returned completed questionnaires, for a return rate of 39 percent. The results reported for the sample of 266 respondents have a margin of error of +/- 3 percent.

The categorization of the faculty sample by position is as follows:

	Faculty by Position (n=266)
Instructor/ Lecturer	10%
Assistant Professor	28
Associate Professor	28
Professor	30
Undeclared	3
	99%

For purposes of analysis, the faculty positions reported above were combined into two categories: junior faculty (instructors, lecturers, and assistant professors) and senior faculty (associate and full professors). In addition, the faculty sample was categorized by academic unit or cluster, and the six clusters that were used were provided by the Library administration. They are as follows:

Humanities
Art/Design
Communication
English
History
Humanities/Religious Studies
Modern Languages
Performance Arts
Philosophy

Health Professions
Dental Hygiene
HPER
Nursing
Physical Therapy
Speech Pathology and Audiology

Sciences
Astronomy/Physics
Biology
Chemistry
Computer Science
Engineering
Environmental Science
Forestry
Geology
Mathematics
Quaternary Studies

Education
Educational Psychology
Educational Leadership
Industrial Arts
Instructional Leadership
Special Education
Vocational Education

Social Sciences
Anthropology
Criminal Justice
Economics
Geography/Public Planning
Political Science
Psychology
Social Science
Social Work
Sociology

Business/HRM
Accounting
Computer Information Systems
Finance
Management
Marketing

	Academic Unit (n=266)
Humanities	26%
Sciences	29
Social Sciences	15
Health Professions	4
Education	9
Business	11
Undeclared	6
	100%

II. Cline Library Telephone Survey of NAU Students

A sample of 500 students was randomly selected from NAU's combined lists of new, readmitted, and continuing on-campus students enrolled in the Fall 1993 semester (approximately 12,338 students), with lists provided by University Planning and Analysis. The goal was to complete telephone interviews with a sample of 400 students who had used Cline Library during the Fall 1993 semester. After completing 375 telephone interviews with student users and 35 telephone interviews with students who had not used the Library during this semester, the original sample of 500 was reconfigured as a stratified, random sample of 400 Library users. Most of the questions in the survey were directed at the sample of users, but the non-users' results are reported for those questions that could be answered by users and non-users.

The random sample of 400 student users was stratified by student classification, and the way the student classifications are proportioned in the sample matches the proportions of these student classifications in the student population. The final sample of 400 student users contains the following proportions of student classifications: freshman--18 percent, sophomore--20 percent, junior--22 percent, senior--30 percent, and graduate--10 percent.

The student user sample is evenly divided between on-campus and off-campus students. For purposes of analysis the student respondents were categorized by the same six academic units or clusters that were used to categorize the faculty respondents. The breakdown of the student user sample by academic unit is as follows:

	Academic Unit (n=400)
Humanities	28%
Sciences	10
Social Sciences	13
Health Professions	10
Education	13
Business and HRM	14
Undeclared	13
	101%

III. Mailed Surveys to Users of Media Services and Field Services

Using lists provided by the staff at Cline Library, mailed survey forms were sent to faculty users of the Library's Media Services and faculty who taught field-based classes and might, therefore, benefit from the Library's Field Services. The original mailing was January 24, 1994, and reminder notices were sent on January 31, 1994.

There were 378 surveys mailed to faculty Media Services users, and 121 faculty completed their survey forms, for a return rate of 32 percent. If the original list represents the population of total faculty Media Services users, then the results reported for the sample of 121 respondents have a margin of error of 5.94 percent.

There were 400 surveys mailed to faculty Field Services users, and 126 faculty completed their survey forms, for a return rate of 31.5 percent. Again, if the original list represents the population of total faculty Field Services users, then the results reported for the sample of 126 respondents have a margin of error of 6.4 percent.

The respondents for both surveys can be categorized by position and academic cluster or unit as follows:

Faculty Position

	Media Services (N=120	Field Services (N=105)
Instructor/ Lecturer	17%	65%
Assistant Professor	37	7
Associate Professor	22	11
Professor	23	15
Undeclared	0	2
	99%	100%

Academic Cluster/Unit

	Media Services (N=121)	Field Services (N=126)
Humanities	39%	6%
Sciences	0	3
Social Sciences	23	9
Health Professions	3	2
Education	14	59
Business and HRM	19	2
Other	2	19
	100%	100%

IV. Desk Evaluations of Media Services and Special Collections and Archives

Desk evaluation forms were made available to users of Media Services and Special Collections and Archives from February 2 to February 10, 1994. At Media Services, 142 individuals completed the short, one-page evaluation form, and these Media Services users can be categorized by position or classification and by academic cluster as follows:

Classification Or Position of Media Services Users

Students:	
Freshman	11%
Sophomore	20
Junior	32
Senior	20
Graduate	6
NAU Employees:	
Faculty/Academic Professionals	6
Service Professionals	0
Classified Staff	3
Administrators	0
Community College Users	0
Non-University Users	1
	99% (N=142)

Academic Cluster/Unit of Media Services Users

Humanities	30%
Sciences	9
Social Sciences	11
Health Professions	6
Education	9
Business and HRM	7
Other	28
	100%

There were 45 individuals who completed the form distributed at the Special Collections and Archives desk, and these individuals can be categorized by position or status as follows:

Position Or Status of SCA Users

Students:	
Undergraduate	49%
Graduate	11
NAU Employees:	
Faculty/Academic Professionals	2
Service Professionals	2
Administrators	0
Classified Staff	2
Non-University Users	33
	99% (N=45)

The results reported from the two desk evaluation forms, therefore, are only a descriptive picture of the opinions of the individuals who completed the forms during the February 2-10 period.

PART ONE: FACULTY AND STUDENT OPINIONS CONCERNING THE RESOURCES AND SERVICES OFFERED BY NAU'S CLINE LIBRARY

In Part One, the results are reported for the mailed survey to all NAU faculty and for the telephone survey of a random sample of the NAU Flagstaff campus student population. These two studies are reported together because the questions are quite similar and cover the areas that follow: (1) frequency of Library use; (2) factors constraining Library use; (3) reasons for using the Library; (4) ratings of Library services, (5) using the NAU (CARL) online catalog; (6) using CD-ROM systems; (7) using and evaluating the book and journals collections; (8) increasing students' ability to use the Library; (9) increasing the faculty's ability to use the Library; (10) facilitating Library use for all users; and (11) general comments and suggestions.

I. Frequency of Library Use

The first question asked in both the faculty and student surveys was how often the respondents use the resources and services offered by Cline Library, and respondents could answer often (more than four times a month), sometimes (between one and four times a month), seldom (less than once a month), or never. All faculty responding to the survey uses the Library, even though this use might be less than once a month. Almost half of the faculty (48 percent) uses the Library often, over one-third (38 percent) uses it sometimes, and only 14 percent reports that their use is seldom.

Sixty-one percent of faculty from the departments or units clustered under the Humanities, 58 percent of those from the Social Sciences, and 52 percent of the Education respondents are frequent users, and the comparable percentages for the other three academic clusters--Sciences, Health Professions, and Business/HRM who reported frequent use are 37, 36, and 33 percent, respectively. When the junior faculty (instructors, lecturers, and assistant professors) and senior faculty (associate and full professors) are compared on frequency of Library use, the results are quite similar. Half of the junior faculty and 47 percent of the senior faculty report that they use the Library often.

Approximately a third (32 percent) of the student sample uses the Library often, another forty percent uses the Library sometimes, and only eight percent of the students report that they never use the Library. More students in the Humanities (38 percent) and Education (43 percent) come to the Library frequently than is the case for students in Health Professions (27 percent), Business and Hotel and Restaurant Management (25 percent), and the undeclared students (22 percent). Students tend to increase the frequency with which they visit the Library as they progress through the freshman through senior class ranks, and graduate students, not surprisingly, tend to be more frequent users of the Library (48 percent visit often) than undergraduate students.

The faculty frequency of Library use is reported by academic unit in Table 1-1a and by faculty status in Table 1-1b. The student frequency of Library use by academic unit is reported in Table 1-2a and by class standing in Table 1-2b.

Table 1-1a: Faculty Frequency of Library Use by Academic Units

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Often	61%	37%	58%
Sometimes	30	49	30
Seldom	9	13	12
	100%	99%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Often	36%	52%	31%	48%
Sometimes	55	22	45	38
Seldom	9	26	24	14
	100%	100%	100%	100%

Table 1-1b: Faculty Frequency of Library Use by Faculty Status

Faculty Status

	Junior Faculty (n=103)	Senior Faculty (n=152)	Total (N=255)
Often	50%	47%	48%
Sometimes	34	39	37
Seldom	17	13	15
	101%	99%	100%

Table 1-2a: Student Frequency of Library Use by Academic Units

Academic Units

	Humanities (n=116)	Sciences (n=48)	Social Sciences (n=58)	Health Professions (n=41)
Often	38%	33%	33%	27%
Sometimes	42	35	40	32
Seldom	16	17	14	34
Never	3	15	14	7
	99%	100%	101%	100%

	Education (n=56)	Business and HRM (n=61)	Undeclared (n=55)	Total (N=435)
Often	43%	25%	22%	32%
Sometimes	34	49	45	40
Seldom	12	20	28	19
Never	11	6	5	8
	101%	100%	100%	99%

Table 1-2b: Student Frequency of Library Use by Class Standing

Class Standing

	Freshman (n=84)	Sophomore (n=84)	Junior (n=94)
Often	23%	27%	29%
Sometimes	40	48	43
Seldom	25	19	23
Never	12	6	5
	100%	100%	100%

	Senior (n=127)	Graduate (n=46)	Total (N=435)
Often	39%	48%	32%
Sometimes	39	26	40
Seldom	14	13	19
Never	7	13	8
	99%	100%	99%

II. Factors Constraining Library Use

Since different factors were expected to constrain faculty and student use of Cline Library, both groups were asked what constrained their Library use, but they were given different lists of possible reasons. Factors constraining faculty use are reported in Table 2-1, and factors constraining student use are reported in Table 2-2.

Over one-third of the faculty (38 percent) is constrained by a lack of materials, and 22 percent says that their teaching requires limited Library use. Seventeen percent of the faculty reports having the needed materials in personal libraries, and 12 percent or less reports being constrained by the rest of the reasons listed: research requires limited use, they use other libraries, and the Library is difficult to use. Twenty percent of the faculty reports that no factors constrain their use.

The faculty were given the option of listing reasons other than those mentioned above as constraints on their use of Cline Library, and the verbatim responses that they wrote on the survey questionnaires are reported below.

Reasons	Number of Faculty Mentioning Other Reason
• Time spent on administrative tasks	4
• Too far away	6
• Lack of time	12
• Difficulty using CARL	5
• Lengthen hours	3
• Lack of journals	4
• Journals on microfilm and microfiche	2
• Inadequate collections	4
• Difficulty locating material from computer	2
• Too many materials are only in Special Collections	2
• Material is checked out	2
• Can't get interlibrary loan	1
• Office is more convenient	1

Table 2-1: Factors Constraining the Faculty's Use of Cline Library

	Teaching Requires Limited Use (n=266)	Research Requires LimitedUse (n=266)	Do not Have Needed Materials (n=266)	Difficult to Use (n=266)
Yes	22%	12%	38%	7%
No	78	89	61	92
	100%	101%	99%	99%

	Have Materials in Personal Library (n=266)	I Use Other Libraries (n=266)	No Factors Constrain Use (n=266)
Yes	17%	11%	20%
No	83	89	80
	100%	100%	100%

Table 2-2: Factors Inhibiting Student's Use of Cline Library

	Concerns About Security (n=400)	Noise (n=400)	Not enough Materials (n=400)
Yes	7%	22%	39%
No	91	78	60
No Opinion	2	1	0
	100%	101%	99%

	Lack of Parking (n=400)	Not Enough Study Space (n=400)
Yes	34%	28%
No	63	71
No Opinion	3	1
	100%	100%

Over one-third of the student sample (39 percent) believes that their use of the Library is constrained by the lack of materials, approximately one-third is restricted by the lack of parking, 28 percent feels that there is not enough study space, 22 percent is constrained by noise in the Library, and a relatively small percentage of students have security concerns. The students also were asked if there were other reasons that affected their use of Cline Library, and the responses that are listed below are the reasons they gave.

Reason	Number of Students Mentioning Reason
• Availability of books and materials	13
• Parking	15
• Difficulty using CARL	10
• Increased hours of operation	18
• Difficulty locating materials	13
• Inconvenient location	4
• More help from employees	6
• More information on photography	1
• Children's section is outdated	1
• ERIC is always crowded	1
• ERIC is hard to use	1
• Need more foreign language materials	1
• Good place to study in groups	1
• Group study rooms are too small	2
• Light bothers eyes	1
• Need more computers	1
• More materials for business college	1
• More research oriented	1
• More fiction materials	2
• Want to eat and drink in library	2
• Need more windows with sunlight	1
• Noisy tours	1
• Inconvenient phones	1

• Stay updated on reference materials	2
• Need a place for children	1
• Temperature is too hot or cold	3
• Want to rent videos	1
• Chairs are uncomfortable	1
• Very noisy	1

III. Reasons for Using the Library

The faculty were asked how important Cline Library is to them for the following eight uses or purposes: reference assistance, studying their own materials, use of books or journal articles for class preparation or research, reading or browsing for recreation, placing materials on reserve, and using media or special collections materials, and these results are reported in Table 3-1.

Over half of the faculty (58 percent) believes that using journal articles for class preparation or research is very important, and 41 percent thinks the same about books. Reference assistance is considered very important by 43 percent of the faculty, and placing materials on reserve and using media materials are very important to approximately one-third of the faculty respondents (34 and 38 percent, respectively).

On the other hand, relatively small percentages of faculty use the Library for studying their own materials, reading for recreation, or for the Special Collections and Archives materials.

Since the student survey was done by means of telephone interviews, the students were asked why they come to Cline Library as an open-ended question. Consequently, only the one primary reason why students use the Library was recorded. The reasons why students use Cline Library are listed in Table 3-2.

Thirty percent of the student sample uses the Library to study, just under one-fourth (23 percent) comes to the Library to use the book collections, and 17 percent comes to use journals. Relatively small percentages of students use the Library for reference assistance (6 percent), materials on reserve (6 percent), media (4 percent), or reading for recreation (1 percent), and none of the students mentioned using Special Collections and Archives materials.

Other reasons why students come to the Library are as follows:

Reasons	Number of Students Mentioning Reason
• All of the above	7
• Computer lab	1
• Convenience	11
• Infotrac	1
• Interlibrary loan	1
• Magazine and newspaper use	4
• Map collection	1

Continuation of other reasons why students come to the Library:

• Microfilm center	1
• Music computer lab	1
• Quiet	4
• Required	1

Table 3-1: Reasons Why the Faculty Use Cline Library

	Reference Assistance (n=265)	Study Own Materials (n=265)	Use Books for Class (n=265)	Use Journal Articles for Class (n=265)
Very Important	43%	14%	41%	58%
Somewhat Important	43	18	42	29
Not Important	10	45	12	9
No Opinion	4	22	6	4
	100%	99%	101%	101%

	Read For Recreation (n=265)	Place Materials on Reserve (n=265)	Use Media Materials (n=265)	Use Special Collections Materials (n=265)
Very Important	8%	34%	38%	5%
Somewhat Important	31	35	32	24
Not Important	49	23	23	50
No Opinion	12	8	6	20
	100%	100%	99%	99%

Table 3-2: Reasons Why the Students Use Cline Library

	Student Response (n=400)
Use Reference Assistance	6%
Study Own Materials	30
Use Books for Class	23
Use Journal Articles for Class	17
Reading For Fun	1
Use Reserve Materials	6
Use Films, Videos, CD's Etc	4
Use Special Collections	0
Other	13
	100%

IV. Ratings of Library Service

Both the faculty and student respondents were asked to rate the services or personal assistance they receive at seven Library desks: Circulation, Reserve, Reference, Media, Periodicals, Special Collections and Archives, and Interlibrary Loan. The response categories for the ratings were excellent, good, fair, or poor, and the results are reported in Tables 4-1 and 4-2.

Generally speaking, very small percentages (1 or 2 percent) of both faculty and students rate these services as poor, but the faculty is more likely than the students to give each service desk ratings of excellent. This does not mean, however, that the students are negative in their ratings. Students tend to rate the personal assistance that they receive as good rather than excellent.

The small number of both students and faculty who use materials in Special Collections and Archives is quite evident in these ratings since 73 percent of the faculty and 74 percent of the students do not rate SCA and give, instead, a response of no opinion. In addition, 80 percent of the student sample is unable to rate the personal assistance received at Interlibrary Loan, and almost one-third (30 percent) has no opinion concerning the assistance provided by the Reserve Desk. In comparison, approximately one-third of the faculty cannot rate Interlibrary Loan or Media Services (31 and 30 percent, respectively) and approximately one-fourth does not have an opinion about the Reserve or Periodicals Desks.

Table 4-1: Faculty Ratings of the Personal Assistance at Seven Library Desks

	Circulation Desk (n=264)	Reserve Desk (n=264)	Reference Desk (n=264)	Media Desk (n=264)
Excellent	41%	37%	51%	46%
Good	42	31	32	18
Fair	5	7	7	4
Poor	1	1	0	1
No Opinion	10	24	10	30
	99%	100%	100%	99%

	Periodicals Desk (n=264)	Special Collections (n=264)	Interlibrary Loan (n=264)
Excellent	32%	15%	35%
Good	32	10	23
Fair	11	1	9
Poor	2	0	2
No Opinion	23	73	31
	100%	99%	100%

Table 4-2: Student Ratings of the Personal Assistance at Seven Library Desks

	Circulation Desk (n=400)	Reserve Desk (n=400)	Reference Desk (n=400)	Media Desk (n=400)
Excellent	29%	23%	30%	24%
Good	54	36	43	32
Fair	8	10	6	5
Poor	1	1	1	1
No Opinion	7	30	20	38
	99%	100%	100%	100%

	Periodicals Desk (n=400)	Special Collections (n=400)	Interlibrary Loan (n=400)
Excellent	24%	9%	6%
Good	36	14	9
Fair	10	3	4
Poor	1	1	1
No Opinion	29	74	80
	100%	101%	100%

V. Using the NAU (CARL) Online Catalog

Both faculty and students were asked a set of questions about the CARL online catalog, but the wording of the questions for the mailed and telephone surveys was different. The faculty was asked how frequently they used the CARL system (reported in Tables 5-1a and 5-1b), and the students were asked if they ever used the system (reported in Tables 5-2a and 5-2b). Both groups were asked which search methods they used most often, and the search methods listed were: (1) title, (2) author or name, or (3) subject or word (reported in Tables 5-3 and 5-4). Finally, both students and faculty were asked how successful they were in using the CARL online catalog (reported in Table 5-5).

Sixty-five percent of the total faculty respondents use CARL often, and the faculty in Humanities, the Social Sciences, and the Sciences use CARL more often than faculty in the other academic units (73, 70, and 64 percent, respectively). Approximately half of the faculty in Health Professions, Education, and Business and Hotel and Restaurant Management uses CARL often. In addition, just over two-thirds (68 percent) of the junior faculty and just under two thirds (63 percent) of the senior faculty use CARL regularly. It should be noted that 10 percent or less of the faculty across the six academic units never uses the CARL online catalog.

Eighty-four percent of the total student sample says "yes" they do use CARL. Although student use of the CARL system does not vary much across the six academic units (with yes answers ranging from 80 to 89 percent), the students in Health Professions and Business/HRM respond yes to this question at slightly higher rates than the students in the other areas. In addition, graduate students report using CARL at a slightly higher rate than undergraduate students (88 percent versus 83 percent).

When students were asked about the search methods they use when locating books through CARL, almost three-fourths report using subject or word searches; only 17 percent uses title searches, and even fewer (8 percent) searches by means of author or name. When locating journal articles through CARL, most students use author or name searches, 18 percent searches by title, 10 percent uses subject or word searches, and almost one-third (32 percent) did not respond to this question.

Most of the faculty searches by subject or word when looking for either books or journal articles, with 48 percent using this method for book searches and 57 percent using subject or word searches for journal articles. Approximately one-third (34 percent) searches by author or name when looking for books, but only 21 percent uses this method when locating journal articles. The faculty uses title searches least often; only 18 percent of their book searches and 22 percent of their journal searches are by title.

Table 5-1a: Faculty Use of the NAU (CARL) Online Catalog by Academic Unit

	Academic Units		
	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Often	73%	64%	70%
Sometimes	11	24	13
Rarely	6	8	17
Never	10	4	0
	100%	100%	100%

	Health Professions (n=11)	Education (n=22)	Business and HRM (n=29)	Total (N=248)
Often	55%	50%	52%	65%
Sometimes	36	36	45	23
Rarely	9	0	3	8
Never	0	14	0	5
	100%	100%	100%	101%

Table 5-1b: Faculty Use of the NAU (CARL) Online Catalog by Faculty Status

	Faculty Status		
	Junior Faculty (n=103)	Senior Faculty (n=152)	Total (N=255)
Often	68%	63%	65%
Sometimes	19	24	22
Rarely	7	9	8
Never	6	5	5
	100%	101%	100%

Table 5-2a: Student Use of the NAU (CARL) Online Catalog by Academic Unit

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Yes	85%	80%	84%	89%
No	15	20	16	11
	100%	100%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Unknown (n=52)	Total (N=398)
Yes	82%	88%	77%	84%
No	18	12	23	16
	100%	100%	100%	100%

Table 5-2b: Student Use of the NAU (CARL) Online Catalog by Student Status

Student Status

	Undergraduates (n=356)	Graduates (n=43)	No Answer (n=1)	Total (N=400)
Yes	83%	88%	100%	84%
No	17	12	0	16
	100%	100%	100%	100%

Table 5-3: CARL Search Methods Used By Students

	Books (n=400)	Journal Articles (n=400)
Title	17%	18%
Author or Name	8	40
Subject or Word	73	10
No Answer	2	32
	100%	100%

Table 5-4: CARL Search Methods Used By Faculty

	Books (n=400)	Journal Articles (n=400)
Title	18%	22%
Author or Name	34	21
Subject or Word	48	57
	100%	100%

Table 5-5: Perceptions of Success in Using CARL to Locate Materials

	Students (n=336)	Faculty (n=258)
Very Successful	32%	23%
Somewhat Successful	37	64
Rarely Successful	14	7
No Opinion	17	5
	100%	99%

Over two-thirds of the students (69 percent) and 87 percent of the faculty report that they are either very successful or somewhat successful in locating materials through the CARL system. The faculty, however, reports that they are only somewhat successful in locating materials using CARL much more often than they report that they are very successful (64 percent versus 23 percent). Students also report being somewhat successful using CARL to locate materials more often than they report being very successful, but the difference between the two is not large (37 percent versus 32 percent).

VI. Using CD-ROM Systems

Both students and faculty were asked how important the Library's CD-ROM systems (such as INFOTRAC, ERIC, and PsychLIT) were in helping them find journal articles or information on a subject, and these results are reported in Table 6-1. Students rely on the Library's CD-ROM systems more than the faculty does; over one-third of the faculty respondents (37 percent) have no opinion on the importance of these systems. One-third of the students (34 percent) consider the CD-ROM systems very important, and 53 percent says these systems are somewhat important. The corresponding percentages for the faculty are much lower--only 21 percent of faculty responds with very important, and 23 percent responds with somewhat important.

Both sets of respondents also were asked how successful they were in locating journal articles or information on a subject using the CD-ROM systems; the difference is that the faculty was asked about specific systems--INFOTRAC, ERIC, and PsychLIT, while the students interviewed by telephone were asked about all systems considered together. These results are reported in Tables 6-2 and 6-3.

The faculty does not use any of these CD-ROM systems in great numbers, and 81, 66, and 89 percent have no opinion on INFOTRAC, ERIC, and PsychLIT, respectively. The few faculty who use one or more of the CD-ROM systems tends to report that they are only somewhat successful in finding materials, and two percent or less is rarely successful. In comparison, one-third of the student sample has no opinion on the range of CD-ROM systems available in the Library, 40 percent reports that they are somewhat successful, 18 percent says that they are very successful, and another 10 percent is rarely successful.

In addition to the close-ended questions reported above, the faculty was asked to list any other CD-ROM systems that they use, and the list of these other systems is as follows:

- 1990 census
- Med Line
- Bio Austr
- Bio-Agric
- Census
- GeoRef

Table 6-1: Importance of the CD-ROM Systems

	Students (n=393)	Faculty (n=264)
Very Important	34%	21%
Somewhat Important	53	23
Rarely Important	13	19
No Opinion	0	37
	100%	100%

Table 6-2: Faculty Success in Using CD-ROM Systems

	INFOTRAC (n=262)	ERIC (n=263)	PsychLIT (n=262)
Very Successful	6%	9%	3%
Somewhat Successful	11	22	8
Rarely Successful	2	2	1
No Opinion	81	66	89
	100%	99%	101%

Table 6-3: Student Success in Using CD-ROM Systems

	Student Response (n=400)
Very Successful	18%
Somewhat Successful	40
Rarely Successful	10
No Opinion	32
	100%

VII. Using/Evaluating the Book and Journals Collections

Both faculty and students were asked how many books they checked out of Cline Library in the Fall 1993 semester, and the response set they were given was none, one to five, six to ten, eleven to twenty, more than twenty, or no answer. Follow-up questions on the book and journals collections were on the frequency with which the respondents found the books and/or journals they were searching for in the Library, the faculty's level of satisfaction with Library collections, and the students' perceptions of usefulness of the Library's collections. These results are reported in Tables 7-1 through 7-5.

One fourth of the student sample did not check out any books in the Fall 1993 semester, and 16 percent of the faculty did not check out a book in this semester as well. Other than this difference, the students and faculty checked out similar numbers of books across the Fall semester: approximately one-third of both groups report checking out one to five books, one-fifth checked out six to ten books, and 13 and 16 percent of the students and faculty, respectively, checked out eleven to twenty books. The faculty, however, checked out more than twenty books at a higher rate (15 percent) than the students did (7 percent).

The faculty finds the books and journals they are searching for less often than the students do. Half of the student sample reports that they often find the books they want, and 42 percent reports the same for journals. The corresponding figures for the faculty sample are 29 and 28 percent, respectively, for finding books and journals on a frequent basis.

The faculty was asked to suggest improvements that would help them locate the books or journals they wanted, and their verbatim answers to this question are listed below.

- Microfilm remains much less efficient to use so get as many journals in print as possible and make xeroxing of articles easier.
- This is difficult to answer since I am uncertain of the causes of the problem. Are books being reshelved promptly? Does the budget permit additional purchases, especially of high demand items?
- I miss the card catalogue. NAU CARL just doesn't compare to being able to search the cards.
- Subscribe to journals I need! Buy more books; locate out-of-print-from-primary-publisher books.
- Keep a year's worth of current periodical issues in the periodical room before sending the issue off to be bound. Refile books and journals more often.
- Replace CARL. A search (word) for Graphic Design does not bring up the books of Paul Rana - America's most eminent graphic designer. Why not?
- NAU does not have the books needed.
- No problem locating, but rather some items are missing, such as important issues of journals.

Table 7-1: Number of Books Checked Out in Fall 1993

	Student Response (n=400)	Faculty Response (n=263)
None	25%	16%
One-Five	34	33
Six-Ten	21	20
Eleven-Twenty	13	16
More than Twenty	7	15
	100%	100%

Table 7-2: Frequency of Finding Books and Journals for Faculty

	Finding Books (n=261)	Finding Journals (n=261)
Often	29%	28%
Sometimes	59	52
Rarely	9	17
Never	3	3
	100%	100%

Table 7-3: Frequency of Finding Books and Journals for Students

	Finding Books (n=400)	Finding Journals (n=400)
Often	50%	42%
Sometimes	38	35
Rarely	8	9
Never	1	3
No Answer	4	11
	101%	100%

Continuation of faculty responses on suggested improvements:

- Have duplicates of all books on Southwest in general stacks.
- Better and more complete listings in CARL. Cross-referencing of different spellings of foreign names. Collected editions of musical works listed by content of volume! Consistent spelling of names and works with cross-referencing by common alternatives. For example, N. Rimsky Korsakoff is listed as Rimsky and by the more complete name and different items are under different names plus Korsakoff has more than one English spelling.
- Buy or subscribe to more journals and books.
- We need to complete gaps in the journal holdings.
- Many are not in CARL.
- Relocate Q, QP to be closer to BF.
- Often books are misshelved. "Shelf-reading" needs to be increased. The periodicals files are out-of-date. There needs to be cross-checking between what is actually available and what the paper and computer records indicate. It is very difficult to discover the status of books and journals listed in CARL when they are not on the shelf or checked out. Sometimes they are ordered, but not yet received, other times it is impossible to determine the status. Searches are rarely successful in my experience!
- More CD ROM stations, with more services loaded. Replace CARL system with INNOPAC (I know, I'm dreaming...)
- Buy more resources. Hire more competent folks who work the desks!
- Accessing CARL/ERIC from my office does not seem as easy as using the terminals in the library. Why not? I'd like to do my searches in my office, call Cline to order the material and have it delivered to my office.
- 1. If the books or journals were there; 2. If there were better, more conceptual and more key word entries, i.e. I might be able to find an article on Kenyan women under Kenya or women but not under Africa, gender or horticulturists.
- The University needs to seriously expand its holdings in both categories.
- More directions/signs especially in books and periodicals section. I wander a lot.
- Sensible floor plan (probably beyond reach, now.)
- MLA BIB on CD ROM!!! Very important.
- Larger collection needed.
- "Book on Approval" has been very useful to the economics area of the CBA in building up materials for our discipline.
- I still find the printed indexes to be the best source for journal research articles. I don't know why the electronic indexes seem so limited. Also, I hate microfiche.
- Convince NAU to spend more on collections and less on landscaping, fancy decor in the buildings and inter-collegiate athletics.

- Re-order shelves and reshelve books more often.
- The stacks need to be checked more often. Oftentimes I have better luck at borrowing rather than looking for a book where it should be.
- Decrease reshelving time: hire more shelvers hire responsible students who understand how important it is to reshelve books and journals correctly.
- I find it difficult to locate journals/ articles through the CARL system.
- Journals on Microsoft (card, film) are almost unusable.
- Soc. abstracts on line or CD Rom (or social science index).
- It is difficult to locate books and journals that the library cannot afford to purchase or order. We need a combination of electronic access to research libraries (to get books and articles that would be too expensive or too infrequently used) and need better funding for our own collection (research 2 or comprehensive 1 level). Continuing to see the library as a target of opportunity for budget reduction has produced an inadequate library.
- Many journals are located on microfilm and microfiche and on the shelves - major gaps in NAU's holdings. I get 80% of the materials I need from interlibrary loan on photocopies.
- Have more of them.
- Reshelve more regularly.
- Enlarge collection.
- More complete descriptions in CARL
- First of all NAU needs to obtain the books and journals - especially the journals. I spend $2000-$3000 a year of my own money because Cline does not have the needed material.
- Journal collections are poor and gaps filled with micro film copies are very inconvenient and almost impossible to copy for class use.
- Being able to list two authors for a journal article or book, and have it retrieve in a reasonable amount of time.
- The biggest problem is in the number of holdings in the library; not actually locating them on the shelf.
- Journals are difficult. For example, look up Scientific American and you get 30 or so entries. It is hard to tell which one entry is the journal itself, and which are books published under the Scientific American name.
- I would be happy to donate volumes 1-31 of West's Education Law Reporter. Need to purchase 32- current. David Curd 523-7123.
- Education journals need to stay in magazine format as long as space allows!!!!!
- Careful filing/ shelve returned books ASAP.
- Have more quality and more accessible books and journals - even print copy or electronic available.

- Library should subscribe to more journals - example: all the APA approved journals in psychology

- CARL needs better cross referencing.

- "Key word" Process is not well defined (e.g.,putting in a time period "17th century" or 1920s) - the computer doesn't seem to know what to do with this. Also items are not cross referenced into subject areas well. Things I know we have are sometimes difficult to locate when I can't remember the exact title and and/or author.

- The library is fine in this regard.

- More books and periodicals in the construction area.

- I would like to see Cline Library provide access to online journals in a large database that could be easily browsed and articles could be electronically retrieved and printed. This would save shelf space and would provide many, currently unavailable journals.

- Maintain a respectable collection of computer science journals.

- Better variety of books and journals.

- Go back to the hard copy list of journals - CARL is often useless.

- Replace microfilm and microfiche with computer files (e.g., CD-ROM).

- Don't put journals on microfiche; this is an extremely inconvenient and expensive way for us to conduct research, even if it saves Cline money.

- Fill in the gaps in journals and subscribe to new ones with back issues.

- The library needs to reshelve faster.

- Greater coverage of topic areas.

- Today's newspapers should be put in separate place so they are easier to find and not on the pile with old papers.

- My terminal does not show what I type in CARL. This makes it difficult.

- Permanent (but changeable) displays knowing where items and call numbers are located in the library.

- Get a library; this one is a JOKE.

- CARL access to medical Journals! Access to Medical journals! Medical literature would be helpful.

- I don't find them because they are not part of the library's collection.

- Search strategy is too slow. Need a better way to find periodicals owned by library. Now one has to search each title - Too slow. (I 'm searching from my office)

- Please subscribe and purchase more often.

- In general, in my field, the library has not added journals or conference proceedings in emerging areas which I do research in or try to get undergraduates to do research in. It would be better to discard some old standbys and subscribe to the newer fields.
- I have almost no problems locating materials already in the collections. The problem is that the collections need to be increased.
- How about subscribing to more important journals in my field?
- CARL has to be more flexible in providing related material if not exact title. Author and subject seems to be better but not great.
- Better signs for proper orientation. Clearly indicate which floor contains which material!
- Keep journal stacks in chronological order, please.
- I have no difficulty.
- I believe some problems are being addressed with current regards to additional journals and book titles. It is very difficult to track down old journals and articles, which I often need. We need an MLA list for language and humanities. Please!
- Re-shelve things more quickly!
- In all of the scientific research libraries that I have inhabited, all of them had current periodicals arranged alphabetically- not by call number. Consequently, one does not need to have the call number to find a journal. I would like to see Cline go back to the alpabetical arrangement.!
- A very large number of books are misfiled in the stacks and therefore essentially out of circulation. There needs to be a more frequent check on proper filing of books. There are books just laying around.
- NAU needs a separate research library such as UCLA.
- Better reference assistance. A search of electronic media.
- Buy more books and journals!
- I have no trouble finding items that we have! The problem is with those we don't have in the library - I'm ordering items; I need space!
- I can find what the library has - the problem is in what they don't have.
- The journal collection in my field is simply inadequate. I'm speaking about my research needs.
- Expand your collection!
- More books and journals.
- Buy more books and a more rapid interlibrary loan.
- CARL must have software installed to group all authors names together - regardless of spelling. This is a major problem, especially since you disposed of the card catalog. That was a big mistake.

- Books and journals in my discipline were scarce when I arrived, but Cline personnel has been very helpful in ordering books and journals that I need.
- If CARL could be improved to separate periodicals by category.
- Cline needs shorter check out times and faster returns when overdue.
- Having nursing and allied health cummulative index on CD-ROM.
- I suggest that we divide the library more into subject matter (e.g. biology wing, etc.) and label library signs accordingly.
- Too frequently CARL says a book is not checked out but it's not on the shelf where it should be.
- Reshelve more quickly. I often go to the reshelve carts to find missing materials.
- Need call numbers of periodicals to show when articles are traced through NAU CARL. Once you know the periodical you have to switch to browse by title to get the call number this requires much extra time. I wish we still had individual indexes.
- Acquire more journals in Spanish and Latin American literature.
- I don't have the materials I need. I'd like more books on native Americans, especially in criminial justice area.
- Poor collection of journals.
- Make CARL locate all materials to one author no matter how they are filed. Now it is virtually impossible to locate material.
- Purchase of journals subscriptions
- For books and journals a clearer map system not only in stacks themselves but in hallways.

Almost half of the faculty sample (49 percent) is somewhat satisfied with the book collections, and slightly over one-third is somewhat satisfied with the journals collections. Less than ten percent of the faculty sample is very satisfied with either the book or the journals collections; nine percent of the faculty is dissatisfied with the book collections in their academic discipline, and 19 percent expresses dissatisfaction with the journals collections. The faculty who were dissatisfied with either the book or journals collections that covered their own academic area was asked to explain why they were dissatisfied, and their verbatim responses to this question are listed below.

- Journals in English Literature are minimal.
- The selection is limited so I frequently use Inter-library loan. On the other hand, my specific field is somewhat specialized, so I cannot expect the library to support it fully given the resource limitations.
- Generally speaking, the library holdings are sufficient for most undergraduate work. Holdings become weaker at more advanced levels of work.
- I have thought the ordering procedures for new books is likely the weakest area, perhaps for all libraries, but especially so at NAU's library. In particular, the good textbooks don't seem to be getting into the library often enough.
- The legislature needs to allocate more money for journal acquisition. The journal collection needs to expand.
- Journals are not subscribed to; too expensive!
- Library does not have adequate coverage of journals for teaching/research in my field. We cannot order some of the journals we desperately need. Many books that present the results of symposia are not bought. Too many journals are now being placed on microfilm/microforms. These are difficult to use.
- Music scores: We just don't have many music scores. My students have to borrow my music because the library doesn't have it.
- Holdings are poor. More money is needed for acquisitions. Our area has grown tremendously.
- Cline Library should try to get the funding required to get a wider selection of journals.
- Most major works on rock art are not in holdings.
- Journals have been randomly discontinued over the years so there are many gaps. Books are often missing or misshelved and the number of music books is very limited. There should be standing orders with the major publishers such as Oxford, Cambridge, Princeton, etc.
- Restriction in past several years on moneys available for new journal subscriptions.
- You simply do not subscribe to more important journals in my field (systematic botany) and have a weak collection of important classical literature.

Table 7-4: Faculty Level of Satisfaction with Library Collections

	For Books (n=264)	For Journals (n=264)
Very Satisfied	9%	6%
Somewhat Satisfied	49	38
Somewhat Dissatisfied	28	33
Very Dissatisfied	9	19
No Opinion	4	4
	99%	100%

Continuation of faculty responses on dissatisfaction with book or journal collections:

- The journal collection is very uneven. Cline simply does not carry some journals of interest. Also, the use of microfiche for back issues is extremely inconvenient for me and for my graduate students. A bright spot: the ILL system for current articles has been greatly improved over the past year. There are still some bugs, but it's better than it was.
- No attempt to buy in my area.
- We have the essential but not the extra volumes that can make a difference. We need to build up our collection.
- Journals not carried.
- Limited availability of law reviews and social sciences (especially sociology).
- Do not exist or the library tries to "second guess" what we need.
- This university stresses environmental education- yet these books are bought irregularly- I would think environment would be a standing order.
- I am constantly finding a need for both books and articles (in journals that are common in the libraries of most universities) that are not available in Cline.
- Does not carry several of the major journals in my field.
- Few available, fewer in hard copy.
- Limited in foreign journals in my field.
- Lot of journals in my area of teaching/research are not available. Also I dislike the microfiche system. They make terrible copies.
- Collection is small and old. Database w/r/f technical journals is non-existent.
- Books on/by individual authors are very limited. Journals collection is inadequate.
- Need larger collection.
- Journals - somewhat satisfied - given fiscal constraints over the past 5 years, new journals have been/are slow to be adopted.
- There are several major tourism and recreation journals that I have requested for years, but we still do not receive them. Also, most of the books are too old.
- Some services (updated regularly) are needed, but Cline Administration considers them too expensive.
- Many journals in my field are not subscribed to.
- You just don't have them.
- There is simply not the range of books and journals to sustain graduate (MA and Ph.D.) research and sometimes undergraduate research for this size of university. Also, the library's acquisitions and periodical budgets should not be first targets of mid-year budget

cuts as in the past. They should be strictly held to; the library is the heart of a real university.

- Our collection is very poor in the area of Latin American literature. As library representative for our department, I know the funds allocated to our department don't meet our needs. No one seems to take into account that we must put in orders for several languages.
- There are several math journals that I would like to have ordered and some past issues that should be ordered.
- Not your fault. The costs are too high and funds are limited. You do a great job considering constraints.
- Very limited journal selection for Social Work. Also limited and out of date book collection for Social Work.
- Journal coverage is incomplete in psychology. You need some new subscriptions, and back orders of some journals.
- Acquisitions for books and new journals have been limited in past few years.
- Only about 1/2 of the journals I use regularly are in the library.
- In finance, Cline library carries fewer than 5 of the top 10 journals.
- Holdings in engineering are sparse.
- Certain journals are not available -- trends in ecology and evolution.
- Dated books, having journals only on microfilm, etc.,is like not having them at all - need hard copy!
- Collections are not broad enough or deep enough to do research
- Don't have enough.
- Limitation on subscriptions due to other appropriations of funds.
- Books are out of date. Journals have significant gaps.
- Many journals have had gaps - years not subscribed.
- First, not enough journals. 2nd, Cline's opinion that you should go to microfiche (even the new type) . 3rd, certain books and journals about Arizona and Colorado plateau are in the special collections.
- Journal collections are poor and gaps filled with micro film copies are very inconvenient and almost impossible to copy for class use.
- You don't have them.
- Most are old and out of date; no longer appropriate.
- Some new books are not in the library. Some journals, in probability and statistics, can't be found in our library.

- The journal collection has not kept abreast with the new directions our department has taken. Hence it is difficult to find the articles I need for my research.

- Not enough selection.

- I can't really complain. You ask for input regularly.

- The budget has not allowed the library to keep pace with materials.

- I usually have to go through interlibrary loan, which is effective but slow.

- There are only a limited number of books on visual impairments and no professional journals on the same matter.

- Lack of enough books and journals.

- We seem to lose theater journals very quickly - have little that supports scholarship in dramatic criticism or theater history.

- Very few current books.

- The Cline Library has absolutely none of the commonly referenced professional journals in my field (computer science). Inter-library loan is too slow and materials can only be checked out for two weeks.

- Cline Library does not have enough current book titles and the journals need better access, but not necessarily by hard copy.

- Library orders have been difficult to finance.

- Limited number of recent editions.

- Uncompleted collections - the library needs about $2 million for upgrades.

- The absence of some volumes, especially the older ones.

- Difficulty of microfilm and microfiche use.

- I would expect your Native American collections to be excellent. They are instead pathetic.

- The budget is too low for a university this size, thus the books and journals are sparse.

- At least 20-30% of the journals that I want to read articles from are not in the collection.

- Lack of books and titles.

- Not enough.

- Many of the books and journals I need are not there.

- Several important journals are not in the collection.

- Cataloging is not complete. I have to go through contortions for access to the literature on medical marketing.

- No current books in my discipline. Selection of journals is limited.

- Many standard or basic items are not in the collection. The journals collection is in markedly inadequate condition. Also gaps which must be filled!
- Art history has not been well developed.
- Numbers.
- The current books are not in the Cline Library. My own personal library is much better than the Cline library in my area, and that's despite the fact that I can't afford the really expensive books.
- Lack of sources - books and journals. Subscribe to Native American newspapers.
- Very few economics research journals. Journal collection is inadequate.
- My students often have trouble getting even the primary sources they need, but I understand that resources are limited.
- The titles aren't there.
- The law collection at Cline is not complete enough.
- There are not as many new books in my field as necessary to be abreast of current literature!
- Many of the books and journals are not available or missing.
- I teach world/comparative materials, so I need a highly eclectic set of sources. Because of the size of our collection, it's very difficult (i.e. impossible) to browse for research.
- Often I cannot find recent publications that have been recommended to me.
- We have a need for a new journal in polymer science which Cline does not have. There haven't been additions to journals in the last several years.
- Cline does not carry major international journals in cellular and molecular biology.
- Journals in respiratory physiology are somewhat lacking - respiration, lung, thorax.
- Very few journals or books on human neurology.
- They do not often have what I need - I use ILL a lot.
- Important references are often dated, e.g., early editions and several professional journals are not received in spite of repeated requests.
- I am a cross disciplinary scholar teaching and researching in two fields. My second field quaternary is inadequately funded.
- Vince Jenkins is doing an excellent job at upgrading our collection and keeping in touch with us.
- There are several "top ten" journals in finance that Cline Library does not receive. It does not subscribe to any academic journals in real estate.
- Not all journals are in Cline.
- A number of journals are not available.

- The journals in linguistics in languages other than English are very limited
- Newspapers, current news periodicals are in very short supply (i.e., we don't order them) in my field, but I do understand how expensive they are (German language).
- We have insufficient materials.
- You need to expand research capabilities considerably. This means especially adding important research journals we do not have - this of course is expensive.
- There are simply too few journals.
- There is almost nothing in my field.
- We need more journal holdings. I use interlibrary loan a lot. Thanks.
- Your collections in music are rather small.
- We always need more, but this library seems to be doing what it can. Thanks
- Cline doesn't carry many of the journals in my field.
- Insufficient depth in the collection, far too few journals.
- Lack of journals.
- Limited holdings in both number and completeness.
- Journals and books are not complete or thorough.
- More books and journals would always be appreciated.
- The journals in mathematics and physics are poor.
- It is important to have on-line searches, loans, and more CD-ROM databases.
- Poor journal collection. Very user-unfriendly system, librarian is totally deaf to complaints.
- I do not expect much, so I wait until I am in another city.
- Weak on academic journals in music - too many trade journals.
- Cline Library is missing some very prominent general mathematics journals and important journals specific to my discipline.
- We simply do not have journals out of "the main stream." For specialized research in Political History you have to use the journals at A.S.U .
- They are not there! (books and journals)
- The price of FAX reprints are too high. Provide more online access with a more reasonable copyright fee .

Students were asked about the usefulness of the book and journals collections. Approximately one-third of the students perceive both the book and journals collections as very useful, and approximately one-half sees these collections as somewhat useful. Eight percent or less reports that the book and journals collections are not useful to them.

When the faculty is clustered by academic unit, some differences are evident in their ratings of the Library's various collections, which include: books for undergraduate teaching, books for graduate teaching, books for research, journals for undergraduate teaching, journals for graduate teaching, and journals for research. These results are reported in Tables 7-6a to 7-6f. When rating books for undergraduate teaching, none of the faculty in Health Professions give ratings of excellent, and the percentage of excellent ratings across the other five academic units range from a high of 21 percent in Education to a low of seven percent in Business and HRM. Faculty respondents are more likely to rate the undergraduate teaching collections as good, with percentages of good ratings ranging from 47 percent of the Humanities faculty to 25 percent of the Business/HRM faculty.

The ratings of books for graduate teaching are considerably lower than the ratings for undergraduate teaching collections. None of the faculty in Humanities, Social Sciences, Health Professions, and Business/HRM rates the graduate teaching collections as excellent. The faculty across these academic units tend to give only fair ratings of the books for graduate teaching. In rating books for research, the faculty tends to rate these collections as either fair or poor, with the Humanities and Social Sciences faculty being most negative about books for research. The Education faculty is most positive in their evaluations of books for research, with one-third rating these collections as good and another third rating them as fair.

In rating journals for undergraduate teaching, less than 15 percent of faculty across the six academic units rate these collections as excellent, and, except for Health Professions, from 32 to 41 percent of the faculty in the remaining five units rate journals for undergraduate teaching as good. Another fourth to one-third, however, rate these collections as fair, with the exception of the Education faculty who tend to give more positive ratings or express no opinion. Journals for graduate teaching are not rated highly by faculty in all units, with most of the faculty saying that these collections are only fair or poor.

The last collection to be rated was journals for research, and, except for the faculty in Education, the faculty in the remaining units rate the journals collections as fair or poor, with none of the Health Professions and Social Sciences faculty and three percent or less of the Humanities, Sciences, and Business and Hotel and Restaurant Management faculty rating journals collections for research as excellent.

Table 7-5: Student Perceptions of Usefulness of Library Collections

	Books (n=400)	Journals (n=400)
Very Useful	32%	33%
Somewhat Useful	51	49
Not Useful	8	5
No Opinion	8	13
	99%	100%

Table 7-6a: Faculty Ratings of Six Types of Library Collections (Books for Undergraduate Teaching)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	13%	16%	10%
Good	47	39	38
Fair	29	28	35
Poor	3	3	5
No Opinion	9	14	12
	101%	101%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	0%	21%	7%	13%
Good	36	42	25	40
Fair	18	4	32	27
Poor	0	0	14	4
No Opinion	45	33	21	16
	99%	100%	99%	100%

Table 7-6b: Faculty Ratings of Six Types of Library Collections (Books for Graduate Teaching)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	0%	3%	0%
Good	11	25	7
Fair	28	43	40
Poor	30	9	35
No Opinion	30	20	18
	99%	100%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	0%	13%	0%	2%
Good	18	25	14	17
Fair	45	33	10	34
Poor	0	0	24	20
No Opinion	36	29	52	28
	99%	100%	100%	100%

Table 7-6c: Faculty Ratings of Six Types of Library Collections (Books for Research)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	0%	3%	3%
Good	19	23	5
Fair	33	53	50
Poor	39	13	35
No Opinion	9	8	7
	100%	100%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	0%	8%	3%	3%
Good	36	33	17	20
Fair	27	33	31	42
Poor	27	8	31	26
No Opinion	9	17	17	10
	99%	99%	99%	101%

Table 7-6d: Faculty Ratings of Six Types of Library Collections (Journals for Undergraduate Teaching)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	10%	12%	7%
Good	37	41	40
Fair	36	21	40
Poor	4	7	3
No Opinion	13	20	10
	100%	101%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	9%	12%	14%	11%
Good	27	38	32	38
Fair	27	12	25	28
Poor	0	4	7	5
No Opinion	36	33	21	18
	99%	99%	99%	100%

Table 7-6e: Faculty Ratings of Six Types of Library Collections (Journals for Graduate Teaching)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	1%	4%	0%
Good	13	18	15
Fair	21	45	30
Poor	39	12	38
No Opinion	26	21	17
	100%	100%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	0%	13%	0%	3%
Good	18	42	24	19
Fair	27	21	10	29
Poor	27	0	24	24
No Opinion	27	25	41	25
	99%	101%	99%	100%

Table 7-6f: Faculty Ratings of Six Types of Library Collections (Journals for Research)

Academic Units

	Humanities (n=70)	Sciences (n=75)	Social Sciences (n=40)
Excellent	3%	1%	0%
Good	18	21	5
Fair	26	40	38
Poor	44	27	49
No Opinion	9	11	8
	100%	100%	100%

	Health Professions (n=11)	Education (n=23)	Business and HRM (n=29)	Total (N=248)
Excellent	0%	13%	3%	3%
Good	18	37	24	20
Fair	27	25	24	32
Poor	27	8	34	34
No Opinion	27	17	14	11
	99%	100%	99%	100%

VIII. Increasing Students' Ability to Use the Library

The faculty was asked how helpful a list of methods would be for increasing students' awareness of and ability to use Cline Library's services and resources, and the student sample was asked about the helpfulness of a very similar list of methods. These results are reported in Table 8-1 (faculty opinions) and Tables 8-2a to 8-2f (student opinions).

High percentages of faculty report that they consider the following methods very helpful for students: course-related lectures in the Library (42 percent), librarians working with students individually (48 percent), and written guides on the use of the Library (45 percent). Somewhat smaller percentages of faculty report the same degree of helpfulness for course-related lectures in classrooms (23 percent), pre-arranged library assignments (22 percent), a required credit course in Library research methods (21 percent), and an elective course in Library research methods (24 percent). The faculty also was asked to list other methods that would help increase students' ability to use the Library, and the responses they gave are listed below.

- 1 hour elective course on legal research
- More and better reference librarians
- Expand computer access
- Discipline guides
- Workshop in library research methods by college

When the students were asked about a similar list of methods, almost one-fourth (72 percent) reports that it would be very helpful to have a librarian help them individually with research, with more students in the Sciences (88 percent) considering this very helpful than students in Social Sciences (64 percent) or undeclared students (63 percent). Classes in the use of Library resources are considered much less helpful than individual attention, with one-third saying that a class would be very helpful and almost one-half (49 percent) saying this class would only be somewhat helpful. More students in Health Professions would find a class very helpful (53 percent) than students in the other academic units, and approximately one-fourth or less of the students in the Sciences (20 percent) and Business/HRM (26 percent) says that a class would be very helpful.

Almost one-half of the students (43 percent) would find written guides to Library services and resources very helpful, and within the academic units students in Health Professions would find written guides most helpful (55 percent) while only 28 percent of the students in Business and HRM say that written guides are helpful to them. Slightly more than one-half of the student sample finds an interlibrary loan turnaround of two to three days for article photocopies very helpful, and this ranges from a high of 66 percent among the Education students to a low of 44 percent for the Business/HRM students.

Table 8-1: Faculty Perceptions of Methods to Increase Students' Ability to Use the Library

	Course Related Lectures in Library (n=266)	Course Related Lectures in Classroom (n=266)	Librarians Working With Students Individually (n=266)	Pre-Arranged Library Assignments (n=266)
Very Helpful	42%	23%	48%	22%
Somewhat Helpful	36	28	32	29
Not Helpful	8	28	3	22
No Opinion	15	21	17	27
	101%	100%	100%	100%

	Written Guide on Use of Library (n=266)	Required Credit Course in Library Research (n=266)	An Elective Course in Library Research (n=266)
Very Helpful	45%	21%	24%
Somewhat Helpful	35	19	39
Not Helpful	5	32	14
No Opinion	15	28	23
	100%	100%	100%

Table 8-2a: Students' Perception of Methods to Help People Use the Library (Having a Librarian Help In Research)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Very Helpful	72%	88%	64%	76%
Somewhat Helpful	24	10	30	24
Not Helpful	4	2	6	0
No Opinion	1	0	0	0
	101%	100%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	76%	72%	63%	72%
Somewhat Helpful	22	25	31	24
Not Helpful	2	4	6	4
No Opinion	0	0	0	0
	100%	101%	100%	100%

Table 8-2a: Non-Users' Perception of Methods to Help People Use the Library (Having a Librarian Help In Research)

	Non-Users (n=35)
Very Helpful	74%
Somewhat Helpful	17
Not Helpful	6
No Opinion	3
	100%

Table 8-2b: Students' Perception of Methods to Help People Use the Library (Classes in the Use of Library Resources)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Very Helpful	33%	20%	34%	53%
Somewhat Helpful	49	61	38	39
Not Helpful	15	15	22	8
No Opinion	4	5	6	0
	101%	101%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	38%	26%	29%	33%
Somewhat Helpful	54	49	50	49
Not Helpful	6	18	15	14
No Opinion	2	7	6	4
	100%	100%	100%	100%

Table 8-2b: Non-Users' Perception of Methods to Help People Use the Library (Classes in the Use of Library Resources)

	Non-Users (n=-35)
Very Helpful	43%
Somewhat Helpful	40
Not Helpful	11
No Opinion	6
	100%

Table 8-2c: Students' Perception of Methods to Help People Use the Library (Written Guides to Library Resources and Collections)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Very Helpful	44%	41%	44%	55%
Somewhat Helpful	47	39	46	39
Not Helpful	5	17	8	3
No Opinion	4	2	2	3
	100%	99%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	46%	28%	50%	43%
Somewhat Helpful	44	54	40	45
Not Helpful	8	14	8	9
No Opinion	2	4	2	3
	100%	100%	100%	100%

Table 8-2c: Non-Users' Perception of Methods to Help People Use the Library (Written Guides to Library Resources and Collections)

	Non-Users (n=35)
Very Helpful	34%
Somewhat Helpful	49
Not Helpful	11
No Opinion	6
	100%

Table 8-2d: Students' Perception of Methods to Help People Use the Library (An Interlibrary Loan Turnaround Of 2-3 Days For Article Photocopies)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Very Helpful	54%	49%	54%	42%
Somewhat Helpful	34	32	24	39
Not Helpful	3	2	4	5
No Opinion	10	17	18	13
	101%	100%	100%	99%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	66%	44%	46%	51%
Somewhat Helpful	10	28	28	28
Not Helpful	0	9	4	4
No Opinion	24	19	21	17
	100%	100%	99%	100%

Table 8-2d: Non-Users' Perception of Methods to Help People Use the Library (An Interlibrary Loan Turnaround Of 2-3 Days For Article Photocopies)

	Non-Users (n=35)
Very Helpful	51%
Somewhat Helpful	29
Not Helpful	0
No Opinion	20
	100%

Table 8-2e: Students' Perception of Methods to Help People Use the Library (Access to NAU-CARL FromYour Place of Residence)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38)
Very Helpful	70%	63%	64%	79%
Somewhat Helpful	15	17	18	13
Not Helpful	10	10	10	3
No Opinion	5	10	8	5
	100%	100%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	78%	68%	71%	70%
Somewhat Helpful	8	7	12	13
Not Helpful	6	11	10	9
No Opinion	8	14	8	8
	100%	100%	101%	100%

Table 8-2e: Non-Users' Perception of Methods to Help People Use the Library (Access to NAU-CARL From Your Place of Residence)

	Non-Users (n=35)
Very Helpful	51%
Somewhat Helpful	23
Not Helpful	9
No Opinion	17
	100%

Table 8-2f: Students' Perception of Methods to Help People Use the Library (Access to NAU Catalog/Database From Your Place of Residence)

Academic Units

	Humanities (n=110)	Sciences (n=41)	Social Sciences (n=50)	Health Professions (n=38
Very Helpful	60%	61%	60%	74%
Somewhat Helpful	23	19	18	18
Not Helpful	13	12	14	5
No Opinion	5	7	8	3
	-----	-----	-----	-----
	101%	99%	100%	100%

	Education (n=50)	Business and HRM (n=57)	Undeclared (n=52)	Total (N=398)
Very Helpful	74%	65%	50%	63%
Somewhat Helpful	12	11	37	20
Not Helpful	8	12	6	11
No Opinion	6	12	8	7
	-----	-----	-----	-----
	100%	100%	101%	101%

Table 8-2f: Non-Users' Perception of Methods to Help People Use the Library (Access to NAU Catalog/Database From Your Place of Residence)

	Non-Users (n=35)
Very Helpful	51%
Somewhat Helpful	17
Not Helpful	14
No Opinion	17

	99%

Having access to CARL from their place of residence is considered very helpful by a large percentage of all students (70 percent), and 79 percent of the Health Professions students and 78 percent of the Education students consider CARL access from home very helpful. Slightly fewer students consider it very helpful to have access to other Library databases or catalogs from their place of residence. Sixty-three percent of all students would value having access to other catalogs and databases, and within the academic units, 74 percent of both Health Professions and Education students say this access is very helpful, while only 65 percent of the Business/HRM students and 50 percent of the undeclared students think the same.

Another set of questions dealt with whether faculty provided instruction in their classes on indexes, bibliographies, and other Library resources and whether students took Library tours and/or attended class sessions in the Library. The results for this set of questions is reported in Tables 8-3 to 8-5. Only 38 percent of the faculty provided class instruction to facilitate Library use, 38 percent of the student sample had taken a Library tour, and one-fourth of the students had attended a class session in the Library.

When the students who took a Library tour were asked about the helpfulness of the tour in learning to use Cline Library, over half (54 percent) says the tour was very helpful and another third (38 percent) reports that the tour was somewhat helpful. When the students who attended a class session in the Library were asked the same question, 44 percent reports that the session was very helpful to them in learning how to use the Library, and 41 percent reports that the class session was somewhat helpful.

Table 8-3: Faculty Who Provided Class Instruction to Facilitate Library Use

	Faculty Response (n=264)
Yes	38%
No	62

	100%

Table 8-4a: Number of Students Taking Library Tours and Helpfulness of the Tours

	Student Response (n=400)		Respondents Who Have Taken Tour (n=155)
Yes	39%	Very Helpful	54%
No	61	Somewhat Helpful	38
		Not Helpful	8
		No Opinion	0
	-----		-----
	100%		100%

Table 8-4b: Number of Non-Users Taking Library Tours and Helpfulness of the Tours

	Student Response (n=35)		Respondents Who Have Taken Tour (n=13)
Yes	37%	Very Helpful	38%
No	63	Somewhat Helpful	38
		Not Helpful	15
		No Opinion	8
	-----		-----
	100%		99%

Table 8-5a: Number of Students Attending a Class Session in the Library and Helpfulness of the Class Session

	Student Response (n=400)		Respondents Who Have Taken Class (n=155)
Yes	25%	Very Helpful	44%
No	75	Somewhat Helpful	41
		Not Helpful	12
		No Opinion	3
	100%		100%

Table 8-5b: Number of Non-Users Attending a Class Session in the Library and Helpfulness of the Class Session

	Student Response (n=35)		Respondents Who Have Taken Class (n=8)
Yes	23%	Very Helpful	38%
No	77	Somewhat Helpful	50
		Not Helpful	0
		No Opinion	12
	100%		100%

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IX. Increasing the Faculty's Ability to Use the Library

Faculty respondents were asked about the helpfulness of a set of methods for increasing their own personal ability to use Cline Library's services and resources, and these results are reported in Tables 9-1a to 9-1g.

Over one-third of all faculty (37 percent) finds individual help from a librarian very helpful, and this personal research assistance would be most appreciated by the faculty in Health Professions (64 percent rate this assistance as very helpful) and Business/HRM (51 percent do the same). However, only from 29 to 40 percent of the Sciences and Social Sciences faculties, respectively, believe that personal assistance would be very helpful.

In contrast, very few faculty (17 percent of the total sample) are interested in classes in the use of specific Library resources, and within the academic units, 23 percent of the Humanities faculty and 22 percent of the Social Sciences faculty would find a class very helpful. The faculty that values written guides to Library services and resources ranges from a high of 45 percent (Humanities) to a low of 24 percent (Sciences), and 29 percent of all faculty finds written guides very helpful.

Seventy-two percent of all faculty sees an interlibrary loan turnaround of two to three days for journal articles as very helpful, and the percentages are even higher among the Health Professions faculty (91 percent). A fast turnaround time for books also is considered very helpful by large percentages of the faculty. Seventy percent of all faculty values a two to three day turnaround for books, and slightly higher percentages of the faculty in Health Professions (73 percent), Social Sciences (72 percent), and the Sciences (72 percent) value this quick turnaround.

Similarly high percentages of all faculty value access to CARL (80 percent) and access to other Library catalogs or databases (77 percent) from their home or office, and faculty in the Social Sciences, Humanities, and Health Professions value this office or home access the most, while faculty in Business and Hotel and Restaurant Management values this personal access the least.

In addition to the close-ended questions on methods to increase the faculty's ability to use the Library's resources, they were asked if there were other methods that would be helpful to them in using the Library. The responses the faculty gave to this question are listed below.

- Extended renewal period
- Interlibrary loan very helpful
- More books and journals
- Access to PSYCH LIT from office

Table 9-1a: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources

(Librarians Working Individually With You On Research Projects)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	35%	29%	40%
Somewhat Helpful	27	35	30
Not Helpful	23	20	10
No Opinion	14	16	20
	99%	100%	100%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	64%	33%	51%	37%
Somewhat Helpful	18	42	31	31
Not Helpful	9	8	17	17
No Opinion	9	17	0	14
	100%	100%	99%	99%

Table 9-1b: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(Classes in the Specific Library Resources)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	23%	14%	22%
Somewhat Helpful	34	34	30
Not Helpful	27	41	27
No Opinion	16	11	20
	100%	100%	99%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	9%	12%	10%	17%
Somewhat Helpful	55	42	28	34
Not Helpful	27	33	41	34
No Opinion	9	12	21	15
	100%	99%	100%	100%

Table 9-1c: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(More Written Guides to Library Resources and Collections)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	31%	24%	27%
Somewhat Helpful	33	47	32
Not Helpful	23	20	20
No Opinion	13	9	20
	100%	100%	99%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	45%	25%	38%	29%
Somewhat Helpful	36	50	31	39
Not Helpful	18	17	17	20
No Opinion	0	8	14	12
	99%	100%	99%	100%

Table 9-1d: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(Interlibrary Loan Turnaround of 2-3 Days for Journal Articles)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	69%	76%	72%	91%	62%	69%	72%
Somewhat Helpful	17	17	12	9	21	7	15
Not Helpful	4	0	2	0	4	7	3
No Opinion	10	7	12	0	12	17	10
	100%	100%	98%	100%	99%	100%	100%

Table 9-1e: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(Interlibrary Turnaround of 2-3 days for books)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	69%	72%	72%
Somewhat Helpful	17	18	17
Not Helpful	4	1	0
No Opinion	10	8	10
	100%	99%	99%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	73%	62%	66%	70%
Somewhat Helpful	18	21	10	17
Not Helpful	0	4	7	3
No Opinion	9	12	17	10
	100%	99%	100%	100%

Table 9-1f: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(Access to NAU-CARL From Office or Home)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	84%	77%	90%
Somewhat Helpful	3	9	5
Not Helpful	0	3	3
No Opinion	13	11	3
	100%	100%	101%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	80%	79%	64%	80%
Somewhat Helpful	20	4	21	8
Not Helpful	0	0	0	1
No Opinion	0	17	14	11
	100%	100%	99%	100%

Table 9-1g: Faculty Perceptions of Methods to Increase Their Ability to Use the Library's Resources
(Access to Other Library Catalogs or Databases From Office or Home)

Academic Units

	Humanities (n=70)	Sciences (n=76)	Social Sciences (n=40)
Very Helpful	84%	71%	92%
Somewhat Helpful	1	11	8
Not Helpful	0	3	0
No Opinion	14	16	0
	99%	101%	100%

	Health Professions (n=11)	Education (n=24)	Business and HRM (n=29)	Total (N=250)
Very Helpful	82%	71%	57%	77%
Somewhat Helpful	9	4	32	9
Not Helpful	0	0	4	1
No Opinion	9	25	7	12
	100%	100%	100%	99%

Continuation of other methods that would be helpful to faculty in using the library:

- Updated printouts of holdings in areas
- Longer loan periods of books
- Larger collections on indexes
- West Education Law Reporter
- Medline from office
- Medical indexes
- Need access to abstracts from office computer; download or printout
- More journals
- More books
- On-line guide needs improvement
- Need computerized index in engineering

Faculty were asked to comment on technologies or equipment which they would like Cline Library to provide, and they also were asked to comment on how they would use these technologies or equipment. The following are the verbatim responses faculty gave to this question.

- I am not well enough informed on what is available to comment.
- A complete computer system like the U of A Medical School library to find journal articles.
- High quality hard copy out-put of computer-based information sources, including illustrations, figures, etc.
- CD-ROM - social file.
- Other databases, such as Infotrack, available for access from my home or office. Also, in my field, the Cambridge Biological Abstracts database, again accessible from my office/home. The databases currently available on CARL in my field have very limited utility for research/teaching.
- Not sure.
- The problem is not the technology it is the lack of understanding of its use plus poor cataloging of materials in CARL.
- Increased number of CD ROM players and CD ROM selections. Ability to take out CD ROM.
- Gopher access to library-archived CD-ROM databases. I would especially like to use the Bureau of Census databases, as well as the DLG mapping files.
- On-line abstracts or full texts of journals.

- CD ROM support of all kinds is insufficient (need more CD-ROM journals, computers with CD ROM drives). Databases like ERIC aren't much good for technical fields.

- Should provide Macintosh to run Perseus CD-ROM. Tom McFadden has information on it.

- Better methods or machines to read microfilm or microfiche, or some other methods aside from these. There should also be better ways to copy material from microfilm and/or microfiche. Really, the microfiche and microfilm equipment is of poor quality and comprised of old technology. No one, except under penalty of death, uses them.

- More CD-ROM capabilities for information retrieval.

- MLA BIB on CD ROM.

- Journals on CD- ROM that would allow for direct access and copying.

- It needs to get directly in the middle of the information super highway.

- Better copy facilities for microform material.

- Greater use of internet and more written information about it.

- More journals. Just spend your money on journals.

- Before you go into gimmicks, get some more Journals and get out of the microfiche phase.

- Deliver materials we call (or E-mail) and request.

- In my opinion, it is not the technology or equipment, but the small collection, that limits the quality of library services.

- Rapid points for receiving electronic documents for research. Automatic access into the catalogues that need a password e.g.. meliml @u.c. system

- Routine access through internet would be helpful.

- Put dividers between the urinals so that I can use a urinal rather than a toilet.

- The library needs better quality microfiche printers.

- Access to CARL from all faculty offices.

- GEO Ref.

- More CD-ROM readers and more back issues of periodicals on CD-ROM.

- Access to SABIO through CARL, not through gopher.
- Access to PsycLit from my office. I don't mind using microfiche with new copiers, but the copies are very expensive - also some of the microfiches are badly damaged and make bad copies.

- A good base of materials. I do not like CARL.

- CD-ROM for loan or purchase of library databases and literature for my office CD- ROM.

- More computerized (CD-ROM) indexes in each field.

- More CD-ROM.
- More CD-ROM disks.
- Med line on CD-ROM. Down loading entire articles on printer located in library.
- Acquire more current books and journals.
- More electronic data bases (accessible to faculty).
- Cline needs medical or biological CD-ROM searches.
- A much larger CD-ROM collection. Multi media, anatomy and physiology, Med line, Pro cite and reference manager assistance
- We need high intensity overhead projectors for use with projection devices (for personal Computers) such as Dukane, Ovation, and Poxima.
- None that I am aware of. At this point the library is ahead of most of the faculty in its application of technology in teaching and research situations.
- It would be nice to be able to access UA's library from the terminals in Cline!
- I'd like the ability to access comprehensive databases of journal articles and to download the entire article from my office.
- No opinion - don't know what is possible.
- Computers for media, music , art , etc.
- Geo - reference for CD-ROM.
- We need Geology reference. I think that will happen, hopefully soon.
- Increase library databases.
- Cline needs CD-ROM searches for nursing.
- I'd like access to UofA medical library.
- Just extend CARL system, especially uncover back farther in time, so we could look up older journal articles.
- Access to CARL from my office.
- Sociology, anthropology and dissertation abstractions on CD-ROM.
- Make available interlibrary loans from the A.S.U. and U of A libraries in 2-3 day time frame.
- Free access to current contents with abstracts agriculture, biology , environmental sciences. Also databases such as Agricola, Biosis , etc.
- Add Macintosh CD-ROM hard drive to Media Center. Acquire all available CD-ROM data bases and instruction materials in Apple Macintosh format.
- Is OK for me as it is.

As a final indicator of the faculty's ability to use the Library, faculty respondents were asked about their satisfaction with the Library's hours of operation. Eighty-eight percent of the faculty sample is satisfied with Cline Library's hours of operation. Those who were not satisfied with the hours of operation were asked to explain their dissatisfaction, and the responses the faculty gave to this questions are listed below.

- Yes, but more hours during vacations.
- Graduate students and faculty are generally here on holidays and during breaks. I'd like to see longer hours during these periods.
- You close too often during breaks in classes which is when I often find time to use the library.
- The limitation on the hours between semesters makes it difficult to prepare course materials. This was particularly true for the copy center which was only open 2 hours M-F.
- Holidays and vacation periods are a good time for faculty to use the library, but historically, Cline is closed during these periods.
- Too limited on holidays and weekends. For example, Sat-Sun-Mon prior to spring semester. Couldn't it have been open one day?
- Summer school hours not good.
- Inadequate hours during holidays and between semesters. These are often the periods when I have sufficient time to work in the library, but the exact times when it is closed.
- The weekend hours are absurd. This is a major university. The place should be open early mornings (Sat and Sun) and into the evenings. Don't need a full staff all those hours- but students need to get to the stacks.
- I don't think it should ever be closed except for Christmas, New Years, and Thanksgiving days.
- Not open enough hours during breaks.
- Weekend hours: the move to increase weekend hours is a step in the right direction
- The limited hours when class is not in session limit faculty access for research purposes. It is between sessions when faculty have the most time to conduct research.
- It's absurd to be closed the weekend before classes start.
- Need more hours when students are not on campus and when faculty have time to use the library.
- Perhaps stay open later on Fridays.
- Extend closing during semester breaks. Its bad for faculty and graduate students. Breaks are our "catch up" time for research!
- More access and later hours, weekends, etc.
- Vacation schedule is inconvenient.

- I would like to see more weekend hours.

- During winter break I had to work during the day (I have a 2nd job) and would like to have used the library on the weekends but it was closed. When working on my thesis I did a lot of work on weekends and evenings but had no access to special collections unless I made a point of rearranging my schedule to go during the day.

- The concept at NAU is that faculty do not work weekends, holidays and breaks during and between semesters. This is not true for the science faculty and it is very frustrating when I go to the library during these times to find it closed. The science faculty works all the time!

- Cline doesn't have long enough hours.

- Earlier openings on weekends.

- Being closed the weekend before classes start is absurd.

- Longer special collections hours - including weekends.

- When students are not here, library hours are severely limited. This makes independent research difficult in the evening and on weekends.

- More time on weekend evenings.

- Consider staying open more during off periods. Some times the weeks in-between semesters offer the best opportunity for research.

- Library closes early on weekends and we need more hours.

- I do a lot of my own work when school is not in session . I am very frustrated with reduced hours.

- Too limited hours on Friday evenings, weekends (i.e. mornings), and during breaks.

X. Facilitating Library Use for All Users

Cline Library has a set of taped instructions that play when individuals call the Library's telephone number, and both faculty and students were asked if they had called the Library and listened to the taped message instructions and if the taped instructions helped them. These results are reported in Table 10-1.

Approximately one-fourth (24 percent) of students and 38 percent of faculty have called Cline Library and listened to the taped instructions. Among those who listened to the telephone messages, 87 percent of the student sample and half of the faculty sample report that they were helped by the instructions.

Table 10-1: Number of Respondents Listening to the Library's Taped Messages and Being Helped by the Messages

(Have listened to tape instructions)

	Students (n=400)	Faculty (n=163)	Non-Users (n=35)
Yes	24%	38%	9%
No	76	62	91
	100%	100%	100%

(The Instructions Help)

	Students (n=96)	Faculty (n=100)	Non-Users (n=3)
Yes	91%	50%	100%
No	9	50	0%
	100%	100%	100%

80

XI. General Comments and Suggestions

Both faculty and student respondents were asked for comments or suggestions which would help staff improve existing Library resources or services. The student responses are listed first, and they are followed by the faculty verbatim comments. Please note that it is more difficult to record verbatim comments in telephone interviews than it is to collect these comments from written survey questionnaires.

Comment	Number of Students Mentioning Comment
• Arrangement of desks	1
• Carl accessibility	2
• Carl difficulty	6
• Change shelving method	1
• Drive through book drop	1
• Improve cold atmosphere	1
• Increase helpfulness and number of employees	9
• Increase number of books and journals	21
• Lengthen hours	11
• Make it easier to find resources	11
• Media materials accessibility	2
• More study spaces	5
• More tours	2
• Parking enhancement	5
• Reshelve books faster	2
• Resource accessibility from home	2

Faculty Comments:

- I like new ILL xeroxing system for articles. I want the opportunity to review ILL books.
- Cheaper xeroxing. I would like to see a greater number of journals retained in paper form. The ability to see what you have typed in on (search request) CARL when using an off-library computer. In general, I feel that the library staff is very professional and pleasant and believe that they are doing the best possible job under the circumstances.

- It's a most attractive building and the collections are fine. It's just that I now subscribe to a number of magazines and two newspapers at home and have an office full of books I haven't read. So...if the days were 30 hours long instead of 24 hours only—(I might get over there more often to read what is there...)

- I view the library as a service facility. My impression is that the library staff view students and faculty as an annoyance, something that disrupts the orderly conduct of their duties. Rather than a "can-do" organization, the library seems to be a "can't do" organization, where "No", "We can't do it," "We don't have time," seem to be very frequent responses. Maybe I'm missing something, but it seems to me that a service facility should emphasize service. Also, the horror that library staff have about releasing any information about library budgets or operations is more appropriate to a banana republic than to a university library.

- Get more music scores. So many things from the standard repertoire are not in the library.

- Need: Dissertation Abstracts on CD-R stacks.

- (a) Put books on Southwest in general stacks; (b) Fill vacuum concerning literature on Rock Art (books, journals).

- Don't cancel professional journals at random!

- Emphasize research!

- Get new president to make building up the collection a high priority.

- Get more money to buy journals and books.

- In general I am very impressed with the Library, especially the staff. Almost all my interactions with the staff, especially at the reference desk and interlibrary loan have been positive. Fax retrieval of journal articles has enabled me to expand and strengthen the reading list for the graduate course I teach.

- We should be able to print from our office computers.

- Provide hard copy listings of journals at Cline.

- Regarding the PsychLit - I wish there were appointment times set up to use the system. I personally hate coming to the library to use it and then hanging around for 30 minutes.

- 1. As a professor, every so often I should be able to have the library buy a book immediately without going through the bureaucracy (one book a year, say); 2. Recall of long-checked-out books is too slow. If it can't be speeded up, I should be able to contact whoever has the book out - or maybe my name should be given to that person so that she/he can contact me to work out "sharing" of book; 3. A combination of computers and fast interlibrary loan can help. We need easier access to all the journals the library will never have the money to buy.

- On your survey there is a large gap between very satisfied and somewhat satisfied.

- Also, the library needs to recognize the importance of maintaining existing collections and increasing them over time.

- The library here at has been/is like the consumer in the economy - it has no strong, single lobbying effort. Thus, it is the first budget to be cut, but the effects of the cuts are felt longer than with any other unit here at NAU.

- Get more journals.

- They presently meet my needs, but we can always increase holdings, services, etc.

- My only gripe is that sometimes I have to check out items at as many as 4 places: government documents, periodicals, special collections, circulation. Can there be any consolidation?

- Basically, you are doing a very good job. Keep up the good work!

- Good luck, I hope you are given the resources you need to improve things.

- The biggest hassle for me is using microfilm for journals. Any improvements in technology, etc., such as CD-ROM would be welcomed. Having Psych Lit available on CARL would be a major improvement for me.

- My general feeling is that more resources ought to be devoted to the acquisition of books, journals and films for classroom use. The current copyright regulations simply to put articles on reserve are unnecessarily cumbersome and discourages use of the reserve services.

- It would be a great help to begin planning departmental libraries, especially in music.

- The library is the hub of any serious university - Cline and NAU are no different. The library holdings are for students, professors and researchers. It is up to the library to make sure that the holdings are best available for these users. The holdings are not "here" for the library administrators - although you would never know that by looking at Cline/NAU.

- Library resources are improving, but have a long way to go. A short turn around agreement for photocopies from ASU and U of A collections would be a great help and relatively cheap to instigate.

- There are many CD ROM collections, e.g., math abstracts that might be helpful. The internet has may articles many articles in text form . Some assistance in finding and getting them printed out would be appreciated. It's clear you don't have the resources to buy all the journals we need try to use "new technology" to fill the gap.

- A very small point is that it would be helpful if bound journals and books could be checked out and returned to the same place.

- The library staff is doing a great job. The only thing that would improve matters is a greater budget for more materials and personnel.

- Work to improve staff morale.

- More money for the update of materials.

- Train personnel better. The level of incompetence among student workers is appalling and they are frequently rude besides.

- In the future, I would like to know on CARL if a government document is on microfiche or a paperbound copy.

- Keep up the good work. Keep trying to get more journals and research books.

- In the field of learning I have found the holdings to be very good. However, the holdings are very limited in other fields. Perhaps we should choose some areas of concentration and maintain extensive holdings in those areas and confine ourselves to inter-library loans in other areas.

- Get more money from legislatures and buy more materials.

- Hank Hassell is the greatest reference librarian in Arizona! Reference staff members are sensational.

- I am pleased that you will offer Internet workshops. I hope you offer more introductory sessions.

- Better information on resources in the library, especially new acquisitions, new equipment, new journals, etc.

- The staff at the circulation desk tends to treat me with disrespect.

- Media division is useless. Too inconvenient to use, not enough useful material . I am not satisfied that everything in Cline is consolidated. At best this division should catalog where material is at and facilitate faculty connecting with what they want and need.

- I would use CARL more if I could dial from home and connect. I hear a lot of people have this trouble. My modem has no trouble connecting except with NAU, especially with CARL. Since writing the above I have learned that by turning off the dial tone detect and busy detect I can access CARL. Why not tell people about this?

- The librarians are fabulous. The new building is beautiful; I love being in Cline. We need more books and journals.

- The library is doing an excellent job regarding service!

- Add some new journals which departments specifically need.

- The taped phone messages are extremely frustrating since there is no means to get out of the loop from a rotary phone.

- I am on the whole satisfied with Cline Library, except for the fact that every now and then it does not have a book that I need.

- It seems that putting materials on reserve now requires too much lead time. Before it was computerized, the process was quick, but now I am told it takes days!

- Cline library collections were assembled for support of undergraduate teaching in general and for support of a limited number of graduate programs. A few of these graduate programs have received inadequate library funding. Our library is not primarily a resource for research and suffers by comparison to the libraries at U of A and ASU, which are nationally ranked research libraries. I recommend that we not attempt to compete with the research libraries and develop a strong undergraduate collection.

- I use the movies/tapes extensively - excellent services and good selection. Keep up the good work.

- How about a large board in the foyer (between circulation desk and Ill desk) with a map at the library, so that visitors/users could instantly see where the call numbers they need or items are located.

- I believe the library does an excellent job. I see our problems as resource problems. I do like the idea of having an electronic library course that could be an integral part of our basic curriculum.

- Two days a week, have a bus to ASU for library work.

- More help with on-line search key words - the sources - hand outs on data base searches.

- It's a fine library with dedicated people; It's holdings in geology somewhat limit research/graduate work, but no one can or should have everything. The direction for growth must be electronic access, open, user friendly, and quick. I sense that library staff are well aware of these trends.

- I would like to praise the library staff from top to bottom. I am very impressed by the high level of professionalism and friendly efficient service I encounter in our library staff. Good job folks!

- Increase space and collections.

- I suggest that use of microfiche be limited to older periodicals. The film is difficult and time consuming to use. Also, cost for the library user is 4 to 5 times more expensive when compared to copying of hardbacks of journals and the quality of the copies is extremely poor.

- I'm very satisfied with our library. Specialist Debra Osato is excellent.

- Cline has a very helpful staff.

- The hours/information available on the CARL system provides no more current information than the permanent display in front of the library.

- The bathrooms should have a ventilating fan.

- Lay out of the old library where desk/table space was immediately beneath index books was much better. Now also have to kneel down to reach many indexes - it isn't well planned at all. According to human ergonomics and anthropometrics.

- I'd like to have fewer restrictions on use of special collections, have separate faculty ID and library cards and one year loan periods on books. We need a larger collection.

- Need to improve books/journals collections. Also need to have hard-copy journals available. Microfilm policy is pathetec.

- Expand journal collection.

- The recent conference on scholarly communication was outstanding. Do more of this in an effort to promote joint activities among faculty and library staff. Many of the questions in this survey are in area of joint responsibility.

- Generally doing fine for me.

PART TWO: RESULTS OF THE SURVEY OF FIELD SERVICES USERS

In Part Two, the results are reported of the mailed survey to faculty users of Cline Library's Field Services. These faculty were asked questions in the following areas: (1) semesters that field-based classes were taught; (2) presentations offered by Field Services librarians; (3) using the NAU (CARL) online catalog and CD-ROM systems; (4) using the book and journal collections; (5) other libraries used to support teaching for NAU; and (6) comments and suggestions which are meant to improve Cline Library's Field Services for faculty and their students.

I. Semesters Respondent Taught Field-Based Classes

The faculty was asked how many semesters they had taught field-based classes for NAU, and their responses were categorized as follows: zero to three, four to eight, nine to fourteen, and fifteen or more semesters. Not surprisingly, the senior faculty (associate and full professors) has taught the most semesters, with 56 percent of these senior faculty teaching fifteen or more semesters of field-based classes and over three-fourths of the junior faculty (instructors, lecturers, and assistant professors) teaching eight semesters or less in the field.

Although the number of faculty in each of the six academic clusters who teach field-based classes is quite small, the members of the Social Sciences faculty have taught field-based classes for a long period of time, and there are faculty in Education who have taught in the field for a long time. In comparison, faculty in the Humanities, Sciences, Health Professions, and Business and Hotel and Restaurant Management are more likely to have taught in the field for less than fifteen semesters. This information is reported in Table 1-1.

Table 1-1: Semesters Respondent Taught Field-Based Classes by Faculty Position and Academic Unit

	Academic Unit			
	Humanities (n=7)	Sciences (n=4)	Social Sciences (n=9)	Health Professions (n=3)
Zero-Three	29%	75%	11%	67%
Four-Eight	57	25	22	33
Nine-Fourteen	14	0	11	0
Fifteen +	0	0	56	0
	100%	100%	100%	100%

	Education (n=74)	Business and HRM (n=2)	Other (n=21)	Total (N=120)
Zero-Three	16%	0%	33%	23%
Four-Eight	46	50	43	43
Nine-Fourteen	16	50	14	15
Fifteen +	22	0	10	19
	100%	100%	100%	100%

Table 1-1: Semesters Respondent Taught Field-Based Classes by Faculty Position and Academic Unit

	Faculty Position		
	Junior Faculty (n=74)	Senior Faculty (n=25)	Total (N=99)
Zero-Three	24%	12%	21%
Four-Eight	52	20	44
Nine-Fourteen	15	12	14
Fifteen +	8	56	20
	100%	100%	99%

II. Presentations Offered by Field Services Librarians

Only twenty of the faculty responding to this survey answered the question asking them to evaluate the quality of a presentation made by a Field Services librarian in one of their classes. The evaluation was on a scale ranging from one to ten, with one being the lowest evaluation and ten being the highest evaluation. One-third of the faculty rated the librarian's presentation very highly (nine or ten), 47 percent rated the presentation as seven or eight, only 20 percent gave ratings of three to six, and none rated the presentation most negatively (one or two). This information is reported in Table 2-1.

Respondents were asked for suggestions to improve presentations offered by Field Services librarians, and the verbatim responses they gave to this question are listed below.

- Excellent job.
- They do an excellent job!
- They do a nice job and are always available if need arises.
- It was fine.
- Keep up the great work!
- Have students try to do research on their own before librarians come to present. Review searches and how to do them.
- More simple directions in handout form for on-line searching.
- Come more often, once each semester for appropriate classes. Have examples of how Cline services can help.
- A little more "hands-on" questions and answers
- I was unaware that such presentations were available in Show Low.
- I only had one presentation and that was five to six years ago. It would be useful to have a person from the library come again.
- Notify regional site coordinators and invite community college librarians.
- Students need information about accessing systems such as ERIC and Psychological Abstracts. They should see an example of a search using ERIC. I believe the handouts given at the presentation were very useful. The one and a half hour length of the presentation seemed adequate.

Table 2-1: Rating the Quality of Field Service Librarian's Presentations

	Faculty (n=20)
One-Two	0%
Three-Four	3
Five-Six	17
Seven-Eight	47
Nine-Ten	33
	100%

III. Using the NAU (CARL) Online Catalog and the CD-ROM Systems

Faculty teaching field-based classes were asked about the importance they attributed to Cline Library's NAU CARL online catalog and the various CD-ROM systems, and they also were asked about their success rate in using CARL and the CD-ROM systems. These results are reported in Tables 3-1 and 3-2.

Forty-two percent of the faculty considers CARL very important, another 23 percent believes this online catalog is somewhat important, but almost one-third does not have an opinion on CARL. The results are somewhat similar for the CD-ROM systems. Less than one-third (30 percent) considers the CD-ROM systems very important, 23 percent says that these systems are somewhat important, and a large number (41 percent) has no opinion on the CD-ROM systems.

In responding to the question on faculty success with the online catalog and the CD-ROM systems, large percentages in the no opinion category again appear. Thirty-eight percent and 49 percent, respectively, of the faculty do not have an opinion on CARL or on the CD-ROM systems. Another 20 percent of the faculty sees themselves as very successful in using both systems and one-third to one-fourth see themselves as somewhat successful on both.

Table 3-1: Importance of CARL and the CD-ROM Systems

	CARL (n=115)	CD-ROM (n=114)
Very Important	42%	30%
Somewhat Important	23	23
Not Important	4	6
No Opinion	31	41
	99%	100%

Table 3-2: Perceptions of Successful Use of CARL and the CD-ROM Systems

	CARL (n=112)	CD-ROM (n=109)
Very Important	22%	21%
Somewhat Important	36	26
Not Important	4	5
No Opinion	38	49
	100%	101%

IV. Using the Book and Journals Collections

First, the faculty was asked how often they requested books or journal articles from Field Services each semester, and, then, they were asked to rate the book and journals collections in Cline Library, personal services, and turnaround time for books and journals. These results are reported in Tables 4-1 and Tables 4-2a to 4-2e.

A large percentage of the faculty respondents (42 percent) never requests books or journals during a semester, and another 44 percent only requests one to three books a semester. Small numbers of faculty (14 percent) request four or more books through Field Services in a given semester.

One-fourth of all faculty respondents are very satisfied with books in their academic discipline held by Cline Library, and similar percentages of junior and senior faculty (25 and 24 percent) are very satisfied. Almost half of the senior faculty is somewhat satisfied with the book collections but only a fourth of their junior colleagues are somewhat satisfied. Large numbers of the junior faculty (46 percent) have no opinion on the book collections compared to only 16 percent of their senior colleagues. Most of the faculty teaching field-based classes are in Education, and 28 percent of the Education faculty is very satisfied with the Library's book collections, another 27 percent is somewhat satisfied, and over one-third (38 percent) has no opinion.

Almost one-third of the faculty is very satisfied with the Library's journals collections, over one-third has no opinion, 22 percent is somewhat satisfied, and only 10 percent is not satisfied. The junior faculty expresses no opinion on the journals collections much more often than the senior faculty, while the senior faculty is more dissatisfied with the journals collections than the junior faculty. The Education faculty, being the largest faculty teaching field-based classes, is more satisfied than not, and 35 percent of this faculty has no opinion on the Library's journals collections.

More than half of the faculty--both junior and senior--is very satisfied with personal service from the Library staff, and the Education faculty expresses the same level of satisfaction with the services of the staff. Over one-third of the faculty is very satisfied with the turnaround time for receiving books, and this is true for the Education faculty as well, but from one-third to over 80 percent of the faculty from the other academic units has no opinion on turnaround time for receiving books. The results on the turnaround time for receiving journals are very similar to that for receiving books. Approximately one-third of faculty is very satisfied and very large percentages of faculty across the academic clusters have no opinion.

Table 4-1: Frequency of Use of Book and Journal Articles

	Faculty (n=115)
More than Seven	7%
Four-Six	7
One-Three	44
Never	42
	100%

Table 4-2a: Satisfaction with Books in Your Academic Discipline

Academic Unit

	Humanities (n=6)	Sciences (n=4)	Social Sciences (n=10)	Health Professions (n=3)
Very Satisfied	0%	25%	10%	33%
Somewhat Satisfied	33	0	40	33
Not Satisfied	0	25	10	0
No Opinion	67	50	40	33
	100%	100%	100%	99%

	Education (n=71)	Business and HRM (n=2)	Other (n=18)	Total (N=114)
Very Satisfied	28%	0%	28%	25%
Somewhat Satisfied	27	50	28	28
Not Satisfied	7	0	5	7
No Opinion	38	50	39	40
	100%	100%	100%	100%

Table 4-2a: Satisfaction with Books in Your Academic Discipline

Faculty Position

	Junior Faculty (n=71)	Senior Faculty (n=25)	Total (N=96)
Very Satisfied	25%	24%	25%
Somewhat Satisfied	24	48	30
Not Satisfied	4	12	6
No Opinion	46	16	39
	99%	100%	100%

Table 4-2b: Satisfaction with Journals in Your Academic Discipline

Academic Unit

	Humanities (n=6)	Sciences (n=4)	Social Sciences (n=9)	Health Professions (n=3)
Very Satisfied	17%	25%	11%	33%
Somewhat Satisfied	0	0	0	33
Not Satisfied	17	25	44	0
No Opinion	67	50	44	33
	101%	100%	99%	99%

	Education (n=71)	Business and HRM (n=2)	Other (n=18)	Total (N=113)
Very Satisfied	31%	0%	33%	28%
Somewhat Satisfied	27	50	28	23
Not Satisfied	7	0	0	10
No Opinion	35	50	39	39
	100%	100%	100%	100%

Table 4-2b: Satisfaction with Journals in Your Academic Discipline

	Faculty Position		
	Junior Faculty (n=70)	Senior Faculty (n=24)	Total (N=94)
Very Satisfied	31%	29%	31%
Somewhat Satisfied	20	29	22
Not Satisfied	4	25	10
No Opinion	44	17	37
	99%	100%	100%

Table 4-2c Personal Service from the Field Services Staff

Academic Unit

	Humanities (n=6)	Sciences (n=4)	Social Sciences (n=9)	Health Professions (n=3)
Very Satisfied	0%	25%	44%	0%
Somewhat Satisfied	17	0	22	67
Not Satisfied	0	0	0	0
No Opinion	83	75	33	33
	100%	100%	99%	100%

	Education (n=72)	Business and HRM (n=2)	Other (n=18)	Total (N=114)
Very Satisfied	60%	0%	56%	51%
Somewhat Satisfied	8	0	6	11
Not Satisfied	1	0	0	1
No Opinion	31	100	39	38
	100%	100%	101%	101%

Table 4-2c: Personal Service from the Field Services Staff

Faculty Position

	Junior Faculty (n=70)	Senior Faculty (n=25)	Total (N=95)
Very Satisfied	54%	52%	54%
Somewhat Satisfied	7	20	11
Not Satisfied	1	0	0
No Opinion	37	28	35
	-----	-----	-----
	99%	100%	100%

Table 4-2d: Turnaround Time for Receiving Books

Academic Unit

	Humanities (n=6)	Sciences (n=4)	Social Sciences (n=9)	Health Professions (n=3)
Very Satisfied	17%	0%	33%	0%
Somewhat Satisfied	0	25	11	67
Not Satisfied	0	0	0	0
No Opinion	83	75	56	33
	100%	100%	100%	100%

	Education (n=70)	Business and HRM (n=2)	Other (n=18)	Total (N=112)
Very Satisfied	37%	50%	44%	35%
Somewhat Satisfied	21	0	17	20
Not Satisfied	0	0	0	0
No Opinion	41	50	39	46
	99%	100%	100%	101%

Table 4-2d: Turnaround Time for Receiving Books

Faculty Position

	Junior Faculty (n=70)	Senior Faculty (n=25)	Total (N=95)
Very Satisfied	40%	29%	37%
Somewhat Satisfied	14	38	20
Not Satisfied	0	0	0
No Opinion	46	33	43
	100%	100%	100%

Table 4-2e: Turnaround Time for Receiving Journals

Academic Unit

	Humanities (n=6)	Sciences (n=4)	Social Sciences (n=9)	Health Professions (n-3)
Very Satisfied	17%	25%	33%	33%
Somewhat Satisfied	0	25	11	33
Not Satisfied	0	0	0	0
No Opinion	83	50	56	33
	100%	100%	100%	99%

	Education (n=70)	Business and HRM (n=2)	Other (n=18)	Total (N=112)
Very Satisfied	39%	50%	44%	38%
Somewhat Satisfied	23	0	17	19
Not Satisfied	0	0	0	0
No Opinion	38	50	39	42
	100%	100%	100%	99%

4-2e: Turnaround Time for Receiving Journals

Faculty Position

	Junior Faculty (n=70)	Senior Faculty (n=24)	Total (N=94)
Very Satisfied	46%	29%	41%
Somewhat Satisfied	13	38	19
Not Satisfied	0	0	0
No Opinion	41	33	39
	100%	100%	99%

V. Other Libraries Used to Support Teaching for NAU

Since it was expected that faculty teaching field-based classes for NAU might use other libraries, the faculty respondents were asked which other libraries they used in support of their NAU teaching. The following list includes the libraries mentioned and the number of faculty mentioning each library.

Provider listed	Number of Faculty Mentioning Another Provider
• Local public	6
• Personal	7
• Personal libraries of my associates	1
• Local school district	3
• Community college	4
• County law library	1
• Flagstaff city library	1
• Video tape libraries	1
• Regular on-campus services	1
• Blue Ridge Middle and Elementary School Libraries	1
• My students are on their own. I use my own professional library and journals.	1
• Department of Education Resources	1
• Any local but ASU West is best. Community College and NAU Yuma are not worth the effort.	1
• Glendale Public	1
• Chandler Public	1
• Glendale Community College	2
• Maricopa County library system	2
• Maricopa County Law Library	1
• Eastern Arizona College Library	5
• Gold Catalogue from ASU	1
• ASU Law Library	1

Provider listed	Number of Faculty Mentioning Another Provider
Arizona State University (ASU) West	7
Arizona State University	21
University of Arizona	6
University of New Mexico	1
Pima County	1
Pima College	1
Mesa Community	1
Cochise College	2
Yavapai College, Prescott and Verde campuses	2
Scottsdale Public Library	1
Sedona Public Library and its ability to borrow from other systems.	1
Prescott Public	2
I teach math education courses and I used our district's K-12 math resource library which also includes the latest math and education journals.	1

VI. Comments and Suggestions

The faculty teaching field-based classes for NAU were asked for their comments and suggestions to help the staff improve Cline Library's Field Services for them and for their students. Here are the verbatim comments and suggestions they wrote on their questionnaires.

- Keep up the great job!
- Its been great!
- I have always received excellent service.
- Excellent services. The hotline number is very helpful for off-campus students.
- Please continue your professional level of operation.
- Keep up the good and friendly service.
- They have always been able to meet my students' and my needs.
- I am very appreciative of the friendly and efficient service given to me by the library personnel.
- Your personnel have always been efficient, responsive and very professional.
- The field services staff have always been helpful, courteous, prompt and professional. Many students have remarked on their good service and compared them favorably to other, larger university libraries.
- I have really appreciated the service and help I have received from Cline Library. Everyone is really helpful and friendly.
- The entire library staff is very cooperative and knowledgeable. It is a pleasant unit to work with.
- I have taught my class only once. It was a course I had never taught before and most of my work was familiarization with textbook, lesson plans, etc. The few services I received from the library were prompt and complete and the staff was extremely courteous and efficient.
- The Media Service people are the best! Equipment people need compassion.
- Other than the need to increase collections, the library is great!
- Faster turnaround response to the students' requests over phone.
- Need access to slides and videos for Art History.
- I would benefit from biology abstracts on CD-ROM.
- More inter-library collaboration.
- I have requested articles from books and have never received them. You do well with articles requested from journals!

- Send catalogues more regularly.
- The recordings (music) in Cline Library are many and excellent. Unfortunately, I was not able to access many of them for Field Site use. This created an unreasonable amount of work due to the specific nature of this class. I will not be teaching here again.
- Helping to upgrade holdings in the junior college system so that students (not on campus) might be provided greater hands-on ability. This would also be of help to off-campus instructors in providing greater outside reading opportunities.
- I'd like a library of current textbooks for the classes I teach so I can review them and select appropriately rather than use the one someone else chose or call all the publishers myself. That would be a big help.
- The only information I have received is by mail in the form of pamphlets. Personal (telephone) contact would be helpful. Someone to answer questions and provide a little more direction is a possible service. Collaborate on ways to use the services available.
- It's a useful service when teaching off-campus to have ERIC search capability. Eve Tallman and staff were always terrific to work with.
- At Chandler Outreach, we are too far away to use services.
- Can I access CARL from Tucson?
- I have not personally used these. I don't have a computer. I have referred my students to the services and many have reported success and satisfaction with the systems.
- As far as I can tell, it is very good. I do like the "Gold File" system at ASU.
- Search equipment for field use. On-line time, especially on reservation, can be worth its weight in gold.
- I'm sure if I taught on campus I would use the library often. In a field-based program located hundreds of miles from Flagstaff, I'm afraid its a case of "out of sight, out of mind" regarding the NAU Library. How do you get a journal article reprint?
- Need literature on what is available and how to use it.
- Your staff has been quite helpful. Our department (VTE) has not received its fair share of books when new books have been purchased. The department has not received its fair share of new journals or audio-visual materials when compared to other disciplines. Each year I have devoted considerable time to completing the necessary forms but books and journals have not been ordered. Perhaps a formula needs to be developed wherein each campus discipline's request is on the receiving-end with regard to a base percent of books per the final number requested, and the department is notified which books, journals and A-V materials were ordered.
- Make students aware of services. I doubt that any of mine are.
- I believe the distance prohibits optimum use of Cline Library in the Phoenix area. I find that local sources are more satisfactory for my purposes.
- I need an orientation. I am virtually operating independently and am unaware of how to access the library. I have neglected to read the literature provided.

PART THREE: RESULTS OF THE MAILED SURVEY OF MEDIA SERVICES USERS AND OF THE DESK EVALUATION OF MEDIA SERVICES

Two evaluations were done that focused on Cline Library's Media Services: one was a mailed survey of **faculty** users of Media Services, and the other was a short form that was given to all those who came to the Media Services desk between February 2-10. These two evaluations covered the following areas: (1) frequency of use; (2) use of media and media equipment in classrooms; (3) importance of Media Services; (4) satisfaction with and rating of Media Services; (5) comments and suggestions for improvement of existing resources and services (mailed survey); (6) technologies and equipment needed (mailed survey); and (7) suggestions to improve the provision of services (desk evaluations).

I. Frequency of the Respondents' Use of Cline Library's Media Services

A question concerning the frequency of use of Cline Library's Media Services in the Fall 1993 semester was on the mailed survey, and the respondents to this mailed questionnaire were given the following options: zero to three, four to eight, nine to fourteen, or fifteen times or more. The individuals who completed the desk evaluation form were asked how often they used the resources or facilities of Media Services, and their response set was: only once a month, two to five times a month, or more than five times a month. These results are reported in Tables 1-1 and 1-2.

One-third of the faculty reports that they used Media Services more than eight times in the Fall 1993 semester, with senior faculty being slightly more frequent in using these services than junior faculty.

When the faculty's frequency of use is analyzed by academic unit, faculty from the Humanities are, by far, the most frequent users, with 60 percent reporting that they used Media Services more than eight times in the Fall 1993 semester. In comparison, approximately one-fourth of the Social Sciences, Education, and Health Professions faculties did the same, and no faculty members from the Sciences were included in this analysis.

Those filling out the desk evaluation included 126 students, 13 NAU employees (faculty, administrators, academic or service professionals, or classified staff), and two non-NAU users. Forty-four percent of these respondents come to Media Services more than five times a month, another third comes from two to five times a month, and 23 percent are once a month users. The most frequent users are from the Humanities, and the least frequent users are from Business and Hotel and Restaurant Management.

Table 1-1: Frequency of Respondents' Use of Media Services as Reported on the Survey Forms

Faculty Status

	Junior Faculty (n=67)	Senior Faculty (n=52)	Total (N=119)
Zero-Three	40%	35%	38%
Four-Eight	29	29	29
Nine-Fourteen	19	15	17
Fifteen +	12	21	16
	100%	100%	100%

Academic Units

	Humanities (n=46)	Sciences (n=0)	Social Sciences (n=28)	Health Professions (n=4)
Zero-Three	22%	0%	21%	25%
Four-Eight	17	0	54	50
Nine-Fourteen	28	0	11	25
Fifteen +	32	0	14	0
	99%	100%	100%	100%

	Education (n=17)	Business and HRM (n=23)	Other (n=2)	Total (N=120)
Zero-Three	59%	74%	50%	38%
Four-Eight	18	26	0	28
Nine-Fourteen	24	0	0	17
Fifteen +	0	0	50	17
	101%	100%	100%	100%

Table 1-2: Frequency of Respondents' Use of Media Services as Reported on the Desk Evaluation Forms

	Students (n=126)	NAU Employees (n=13)	Other Users (n=2)	Total (N=141)
Once/Month	20%	38%	100%	23%
Two-Five/Month	33	38	0	33
More Than Five/Month	47	23	0	44
	100%	99%	100%	100%

Academic Units

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Once/Month	17%	23%	20%	33%
Two-Five/Month	24	46	53	22
More Than Five/Month	60	31	27	44
	101%	100%	100%	99%

	Education (n=13)	Business and HRM (n=11)	Other (n=38)	Total (N=141)
Once/Month	8%	55%	24%	23%
Two-Five/Month	46	27	32	33
More Than Five/Month	46	18	45	44
	100%	100%	101%	100%

II. Respondents' Use of Media and Media Equipment in Their Classrooms

In the mailed survey, the faculty was asked a set of questions on the use of media and media equipment in classrooms. First, they were asked how often in the Fall 1993 semester they had videos or other media delivered to a classroom or office. Second, they were asked how often in the Fall 1993 semester they had media equipment delivered to a classroom or office. Third, if the faculty used other providers of media or media equipment, including their own, for instruction, they were asked who provided the media or media equipment. These results are reported in Tables 2-1 and 2-2.

Media and media equipment use over the course of a semester is not frequent. For example, over half (55 percent) of the mailed survey respondents had media delivered to their classrooms only a few times (up to three) in the Fall 1993 semester, and the same was true for approximately two-thirds (66 percent) of the faculty concerning media equipment. Moreover, fifteen percent or less of the respondents had either media or equipment delivered more than eight times.

Over three-fourths of the survey respondents (78 percent) say that they do use other providers of media and/or media equipment, which could include their own. Of those who do use other providers or their own media or equipment, 66 percent use their own media, but only 20 percent use their own equipment. Less than half (42 percent) uses other media providers, and 38 percent uses other equipment providers. If the faculty did get media or media equipment from providers other than Media Services, they were asked to name the providers. The providers that they mentioned are listed below.

Providers	Number Mentioning Provider
• ILL - a university in Minnesota	1
• Personal collection of videos	1
• Personal collection of slides	1
• University of Minnesota	1
• Humanities Department	3
• Center for Excellence in Education	3
• College of Business Administration	1
• Facets, Chicago	1
• School of Hotel and Restaurant Management	4
• Psychology Department	3

Table 2-1: Frequency with Which Survey Respondents Use Media and Media Equipment in Their Classrooms

	Frequency of Media Delivery (N=119)	Frequency of Equipment Delivery (N=119)
Zero-Three	55%	66%
Four-Eight	31	19
Nine-Fourteen	8	8
Fifteen or More	5	7
	99%	100%

Table 2-2: Survey Respondents' Use of Media and Media Equipment from Other Sources

Did You Use Other Providers of Media and Media Equipment?

	Survey Respondents (N=120)
Yes	78%
No	22
	100%

Who Provided Media or Media Equipment?

	Own Media (n=94)	Own Equipment (n=94)	Other Media Provider (n=94)	Other Equipment Provider (N=94)
Yes	66%	20%	42%	38%
No	34	80	57	62
	100%	100%	99%	100%

Providers	Number Mentioning Provider
• Japan Foundation	1
• Westglen Films, New York	1
• Goethe Institute, Los Angeles	1
• Video City	2
• Warehouse	1
• Hastings	1
• Video stores	1
• Curriculum lab at the Center for Excellence in Education	2
• Slide room of Art and Design	1
• Cross Cultural Dance Resources	1
• Community College in Prescott	1
• Yavapai Community College in Prescott	1
• Audio-visual room in the Center for Excellence in Education	3
• My department, Modern Languages	3
• MODL when available	1
• School of Forestry	1
• VCR/TVs installed in SBS classrooms	2
• College of Business Administration	5
• College of Business Administration support services	1
• Political Science department has its own video equipment.	2
• College of SBS has installed video equipment in classrooms.	1
• Tulane University	1
• School of Hotel and Restaurant Management	3
• Psychology department has its own slide projector.	1
• Geography department	1
• History department	1
• English department	1
• Art and Design	1

Finally, the faculty were asked, in an open-ended question, to explain why they used their own media or media equipment or another provider, and the verbatim responses they gave are listed below.

- I rented a video from Hastings because the library's copy was in terrible condition.
- I used media and equipment from the community colleges in Prescott because of the convenience.
- I used media from the Psychology department because it was easily available.
- I used equipment from the Psychology department because sometimes it was more convenient; sometimes I had an immediate need for equipment. I have some media not available from the library. (2)
- I used my own equipment and media when I forgot to schedule on time.
- Cline does not have the Segovia Master classes on video.
- From the Goethe Institute in Los Angeles I obtained foreign language materials not available in the library.
- Cline Library did not have the video I needed. I borrowed it from a colleague who had purchased the video.
- I obtained media from Video City because it was unavailable at Cline.
- We did not have the selections I wanted in our library.
- I used my own media because of Cline's limited collection.
- I used my own media because it was not available from the library. (5)
- I obtain media from video stores because of the availability.
- I use the History department slide projector because it is very convenient.
- I used the equipment in the Geography department because it was quick and easy.
- I obtained media from the Political Science department because it was relevant to my class and easy to use.
- Cline does not provide services for my department which is in the Babbitt Academic Annex. I use your services when I teach in another building but not for classes in the Babbitt Academic Annex.
- Equipment is not delivered to Babbitt Academic Annex.
- I rented a videotape developed by authors of a textbook.
- I used the equipment at the College of Business Administration because it was convenient.
- I used the equipment in the College of Business Administration because it was designed for use in my classroom.

- I used the equipment in the Humanities department because it was closer at hand.
- I used my own tape of a speech by a manager and this is not available from any other source.
- The library did not have a specific video in the subject matter I was teaching. Teaching Strategies for students whose first language is not English.
- I used media from the Center for Excellence in Education because it was easier, with no time lag. I could be more spontaneous.
- I used media from the Center for Excellence in Education because of the availability. (2)
- I used media from the Center for Excellence in Education because of the availability of VCRs in the individual classrooms. (2)
- I use the media and equipment in the Center for Excellence in Education because they are in the same building.
- I used media from the Center for Excellence in Education because of the convenience and appropriate selection. (4)
- I obtain media from Art and Design because it is course specific and is usually available on 24 hour notice or less.
- I use my own media when I want it without going through the formalities of request and scheduling.
- I have built up my own collection. Cline does not have films in the subject area.
- My personal video library has videos not available through Cline. (2)
- I used media from my department because the library does not always have media I need.
- I used equipment from MODL because of the availability. (2)
- I use equipment from the English department because it is handy and requires no planning ahead.
- I have used my own media because I haven't had time to check Cline holdings in my area.
- I use my own media and equipment because of the time needed for delivery of Cline materials and equipment.
- I use my own media and equipment because it is easier.
- I use my own media and equipment because of the convenience and availability. (2)
- I used my own media and equipment because Cline did not possess the media and it was very convenient to use my own equipment.
- I used departmental equipment because it is easily accessible.
- I used tapes from my personal collection, which are not available at the Media Center. (2)
- I use video equipment in SBS classrooms because it is available and convenient. (4)
- I used equipment provided by College of Business Administration support services because of

the convenience. (3)

- I often used equipment from College of Business Administration because of the physical location.
- I prefer my own projector.
- I used another provider because of the inaccessibility of media from the library.
- I obtained videos from Facets (video provider in Chicago) because videos weren't available in Cline's archives.
- I used media and equipment from the School of Hotel and Restaurant Management because of the availability. (2)
- I used media and equipment from the School of Hotel and Restaurant Management because it was available in short time.
- I used media and equipment from the School of Hotel and Restaurant Management because it was already in place and functioning. (2)
- I used media from the Psychology department because of the convenience.
- Cline's slide collection for 19th and 20th century British art is terrible!
- The media collection is often dated or else I had specialized materials which the Media Center did not have.
- I ordered films from the Japan Foundation through the Media Services. These films are not owned by the library. I also twice used my own slides for lectures.
- I have my own non-portable video and audio equipment in my office for work needs.
- I used my own media because Cline had nothing appropriate for what I was teaching: U.S. Health Care, Role of Social Work, Group Therapy, etc.
- I used equipment from Woodlands Plaza because library equipment couldn't go off-campus.

III. Importance of Cline Library's Media Services

An importance question was included on the mailed survey and desk evaluation. The faculty contacted by mail were asked how important Cline Library's media collection was to them for the following uses: instruction, personal research, and recreation or leisure. The people completing the desk evaluation were asked if they use Media Services most often for academic work or leisure, and these same respondents were asked how important each of the following was to them: media reference help, media carrels, special needs equipment, audiocassette duplications, media screening rooms, and the slide viewing room. These results are reported in Tables 3-1 and 3-2.

The most important use of the Library's media collection for the faculty is definitely instruction. Sixty-four percent of the faculty responding to the mailed survey reports that using the collection for instruction is very important to them, and another 24 percent says this purpose is somewhat important. In comparison, 47 percent of the faculty says that using the media collection for personal research is very important or somewhat important to them, and only 24 percent says the same for recreation or leisure purposes. In addition, the individuals who filled out the desk evaluation forms overwhelmingly use Media Services for academic work (95 percent) rather than using the services for leisure (5 percent).

When the individuals filling out the desk evaluations are asked about the importance of the list of items reported above, 70 percent of the total respondents consider media reference help to be very important, one-half says that media carrels are very important, just over one-third rates special needs equipment as very important, 39 percent rates audiocassette duplications as very important, approximately one-third values media screening rooms, and one-fourth of the total respondents value the slide viewing room.

Media reference help and the media carrels are most important to the respondents in Health Professions, Education, and the Social Sciences. Special need equipment is most important to the respondents in Social Sciences, Health Professions, and Humanities, while audiocassette duplications are most important to people in Business and Hotel and Restaurant Management, Social Sciences, and the undeclared category. The media screening rooms are valued most by the respondents from Business/HRM, and the slide viewing room is valued the most by individuals in the Social Sciences.

Table 3-1: Importance of Media Services' Collections for Various Uses by Both Sets of Respondents

Mailed Survey Respondents

	Instruction (n=120)	Personal Research (n=118)	Recreation or Leisure (n=115)
Very Important	64%	19%	3%
Somewhat Important	24	28	21
Not Important	7	41	62
No Opinion	5	13	14
	100%	101%	100%

Desk Evaluation Respondents

	Desk Evaluation Respondents (N=141)
Academic Work	95%
Leisure	5
	100%

Table 3-2: Importance of the Services, Media, Equipment and Rooms Provided by Media Services as Reported on the Desk Evaluations

Media Reference Help

	Humanities (n=41)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Very Important	61%	69%	80%	100%
Somewhat Important	37	31	13	0
Not Important	2	0	0	0
No Opinion	0	0	7	0
	!00%	100%	100%	100%

	Education (n=13)	Business and HRM (n=11)	Other (n=39)	Total (N=141)
Very Important	85%	64%	64%	70%
Somewhat Important	15	27	26	26
Not Important	0	0	3	1
No Opinion	0	9	8	4
	100%	101%	101%	101%

Media Carrels

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Very Important	52%	54%	67%	67%
Somewhat Important	31	31	13	33
Not Important	0	8	7	0
No Opinion	17	8	13	0
	100%	101%	100%	100%

	Education (n=13)	Business and HRM (n=11)	Other (n=38)	Total (N=141)
Very Important	77%	18%	34%	50%
Somewhat Important	15	45	39	31
Not Important	8	9	11	6
No Opinion	0	27	16	13
	100%	99%	100%	100%

Special Needs Equipment

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=14)	Health Professions (n=9)
Very Important	40%	15%	50%	44%
Somewhat Important	29	46	7	0
Not Important	14	0	21	33
No Opinion	17	38	21	22
	100%	100%	99%	99%

	Education (n=13)	Business and HRM (n=11)	Other (n=39)	Total (N=141)
Very Important	15%	36%	33%	35%
Somewhat Important	23	18	28	25
Not Important	38	27	13	18
No Opinion	23	18	26	22
	99%	99%	100%	100%

Audiocassette Duplications

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Very Important	31%	38%	40%	33%
Somewhat Important	36	23	13	33
Not Important	17	8	20	11
No Opinion	17	31	27	22
	101%	100%	100%	99%

	Education (n=13)	Business and HRM (n=11)	Other (n=39)	Total (N=142)
Very Important	31%	55%	49%	39%
Somewhat Important	38	18	23	27
Not Important	23	9	8	13
No Opinion	8	18	21	20
	100%	100%	101%	99%

Media Screening Rooms

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Very Important	36%	8%	33%	33%
Somewhat Important	26	46	27	33
Not Important	17	8	20	11
No Opinion	21	38	20	22
	100%	100%	100%	99%

	Education (n=13)	Business and HRM (n=11)	Other (n=39)	Total (N=142)
Very Important	31%	64%	33%	34%
Somewhat Important	38	0	28	28
Not Important	15	28	15	16
No Opinion	15	9	23	23
	99%	101%	99%	101%

Slide Viewing Room

	Humanities (n=42)	Sciences (n=13)	Social Sciences (n=15)	Health Professions (n=9)
Very Important	14%	8%	47%	22%
Somewhat Important	29	38	7	33
Not Important	29	15	20	22
No Opinion	29	38	27	22
	101%	101%	101%	99%

	Education (n=13)	Business and HRM (n=11)	Other (n=39)	Total (N=142)
Very Important	31%	36%	28%	25%
Somewhat Important	31	27	28	27
Not Important	15	18	18	21
No Opinion	23	18	26	27
	100%	99%	100%	100%

IV. Satisfaction with and Ratings of Cline Library's Media Services

The faculty who received the mailed survey were asked how satisfied they were with media collections in their disciplinary area, personal assistance, and the hours of service, and these results are reported in Table 4-1. Only 21 percent of the total faculty is very satisfied with the media collections, and slightly larger percentages of the faculty in Humanities (24 percent) and Health Professions (25 percent) are very satisfied.

In comparison, over three-fourths of the total faculty are very satisfied with the personal assistance they receive from Media Services staff, and the percentage of faculty who are very satisfied with personal assistance is even higher among the faculty from Humanities (83 percent), Social Sciences (86 percent), Health Professions (100 percent) and Education (94 percent). When the hours of service were evaluated, approximately two-thirds of all faculty are very satisfied with the hours, and, again, the percentage of faculty who are very satisfied with the hours of operation is even higher among the faculty from Humanities (74 percent), Social Sciences (61 percent), Health Professions (75 percent) and Education (87 percent).

Those who filled out the desk evaluation form were asked three questions that were evaluative: (1) How satisfied are you with the media collections available through Media Services? (2) How would you rate the assistance you have received from the Media Services staff? (3) Please give your overall rating of Media Services on a scale from one to ten, with one being the lowest and ten being the highest. These results are reported in Tables 4-2 and 4-3.

Over half of the individuals who filled out the desk evaluation form are very satisfied with the media collections, and another 27 percent is somewhat satisfied with the collections. Three-fourths of these individuals rate the staff assistance they receive as excellent, and another 23 percent gives the staff assistance a rating of good. In the overall rating of Media Services, over half (57 percent) gives ratings of nine or ten on a ten-point scale, with ten being high. Another 37 percent rates Media Services as seven or eight on this ten-point scale.

Table 4-1: Satisfaction with Media Collections, Personal Assistance and Hours of Service as Reported by the Survey Respondents

Media Collections

	Humanities (n=46)	Sciences (n=0)	Social Sciences (n=28)	Health Professions (n=4)	Education (n=15)	Business (n=23)	Other (n=2)	Total (N=118)
Very Satisfied	24%	0%	18%	25%	20%	13%	100%	21%
Somewhat Satisfied	52	0	54	50	60	35	0	49
Not Satisfied	15	0	25	25	13	9	0	16
No Opinion	9	0	4	0	7	43	0	14
	100%	100%	101%	100%	100%	100%	100%	100%

Personal Assistance

	Humanities (n=38)	Sciences (n=0)	Social Sciences (n=24)	Health Professions (n=4)
Very Satisfied	83%	0%	86%	100%
Somewhat Satisfied	11	0	7	0
Not Satisfied	0	0	0	0
No Opinion	6	0	7	0
	100%	100%	100%	100%

	Education (n=15)	Business (n=23)	Other (n=2)	Total (N=119)
Very Satisfied	94%	43%	50%	77%
Somewhat Satisfied	0	13	0	8
Not Satisfied	0	0	50	1
No Opinion	6	43	0	13
	100%	99%	100%	99%

Hours of Service

	Humanities (n=46)	Sciences (n=0)	Social Sciences (n=28)	Health Professions (n=4)
Very Satisfied	74%	0%	61%	75%
Somewhat Satisfied	17	0	25	0
Not Satisfied	2	0	4	25
No Opinion	6	0	11	0
	99%	100%	101%	100%

	Education (n=15)	Business (n=23)	Other (n=2)	Total (N=118)
Very Satisfied	87%	48%	50%	67%
Somewhat Satisfied	0	13	50	16
Not Satisfied	0	0	0	2
No Opinion	13	39	0	14
	100%	100%	100%	99%

Table 4-2: Satisfaction with Media Collections and Rating of Staff Assistance by Those Completing the Desk Evaluations

Satisfaction with Media Collections

	Respondents/ Media Collections (N=142)
Very Satisfied	52%
Somewhat Satisfied	27
Not Satisfied	2
No Opinion	19
	100%

Rating of Staff Assistance

	Respondents/ Rating of Staff (N=142)
Excellent	75%
Good	23
Fair	1
Poor	0
No Opinion	1
	100%

Table 4-3: Overall Rating of Media Services as Reported on the Desk Evaluations

	Respondents/ Rating of Media Services (N=137)
One - Two	1%
Three - Four	1
Five - Six	4
Seven - Eight	37
Nine - Ten	57
	100%

V. Comments and Suggestions Which Would Improve Existing Resources and Services in Cline Library's Media Services:

Verbatims from the Mailed Survey

The faculty responding to the mailed survey were asked to provide comments or suggestions which would help the Library staff to improve existing resources and services in Media Services, and the verbatim responses that they gave are listed below.

- The service is very good.
- Good job and good people! Keep it up.
- Keep up the good work! Your service and cooperation has been excellent!
- They are doing an excellent job!
- I have been very satisfied.
- No comments or suggestions. You are all first-rate.
- I think you are doing a very fine job at serving the instructional needs of this university. Few offices serve the staff and students with so few scheduling errors as does yours. Keep up the good work!
- I could not be more pleased with the cooperation and assistance I have received from the media center.
- Cline Library's services and their staff are outstanding! Of course I could name other films and video materials (foreign language) I'd like to see them purchase but I am a realistic person.
- It would be nice if the catalog of materials were available through CARL.
- It would be valuable if media services would allow faculty to place materials on reserve for periods of several days so that graduate students may access them.
- More hours and easier scheduling for students to view videos.
- Get MAC CD-ROM hardware (Quasar 660 VA); get music index on CD-ROM (also other reference material); get all well reviewed music titles in CD-ROM (industrial discs).
- We need to get up-to-date videos. PBS has some that are very good that we have not acquired yet.
- Keep building the collection as you are doing.
- Just keep expanding the collection.
- Need more money to be able to purchase more materials. (2)
- A larger acquisitions budget.
- Need a larger budget for more films.

- Enlarge collection!

- How can I find out if funds are available to purchase videos relevant to subject area I am teaching? Can recommendations be made? (Social Work)

- Is a handout available for holdings in Business/Management area? I know you have several holdings but an index would be nice.

- Make sure collections remain current.

- More financial resources are needed to update materials.

- Increased holdings of video productions of plays, particularly classic plays, 17th and 18th century.

- Return policies for equipment may not be reasonable.

- Increased awareness of services for new faculty.

- I am new this fall and I really had no idea of what you had available. I found out late in the semester that your services would be useful to me. An orientation would help (though I may have missed yours).

- Keep working to provide exhaustive resources rather than duplicating resources.

- Keep doing whatever training and support is furnished to film and video clerks. Work on passive-aggressive attitude of administration and equipment staff. Furnish faculty with information on new media (video, etc.) and request purchase suggestions. I am sure there is some nominal effort but not a proactive one.

- It would be useful if Cline could upgrade the physical condition of some of the older classics. The films are good but their condition is so bad they're unusable.

- It is vital that we improve holdings of CD materials.

- A list of relevant videos should be sent to department faculty individually. For example, send a list of geology video titles to each member of the Geology department. I believe this would substantially increase the awareness and subsequent use of these videos.

- Perhaps the library should be more systematic in ordering materials and should solicit faculty input formally.

- Service for night classes would help. Need more VCRs. Better slides of art/architecture for 19th and 20th century. Improved film and video collection.

- Equipment delivery services in the evening to/from Student Union have presented a problem for student organizations.

- I feel the on-line information needs to be cross-referenced more accurately.

- The library needs more copies for students to view in their department or at the media center because the Spanish section has mushroomed and we can't juggle schedules with only one copy of a tape.

- I was unaware that Cline Library offered media services.

- How does anyone find out about new videos? I am still using a catalog which is several years old. I hear about new stuff only by word of mouth from other faculty! I use the media center much more in the spring and summer than in the fall.
- Cline Library has a very limited collection of videotapes for topics I teach, International Politics.
- The media services personnel are great! We need to work on having more information in CARL and cross listings so things don't fall through the cracks. We also need to expand our collection, early music especially.
- The media center has always been extremely helpful. When budget allows, they respond to acquisitions requests readily. They also are supportive when I need suggestions.
- I am delighted that we are continuing to build our media resources. I would like to see some CD-ROMs at some point in the future. Some good stuff is becoming available.
- Need more videos related to bilingual and multicultural education and to teaching the diverse child.
- Notify faculty of new additions to video/film collection in faculty members' area.
- Purchase additional videos/films to enhance collection.
- Subject area search and reporting of titles
- More current health videos
- The media collection (not equipment, which is fine now) is very sparse for those of us trying to teach serious film courses or use materials from your marginal collection. I have requested more commercially available material with good response but more esoteric stuff (more expensive stuff) would, I believe, be more difficult to access. We are rarely advised directly of budget possibilities or sources. The catalogue facilities are extremely inadequate and not well cross-referenced. It is impossible to browse through properly when attempting to select for a course. New listings, easy access, adequate referencing are urgently needed.
- Most of your movies (which are excellent) are obsolete. Please acquire new material. Also please acquire material related to the hospitality industry so you can better serve Hotel and Restaurant Management.

VI. Technologies and Equipment Cline Library Should Provide and Uses Respondents Would Have for This Equipment:

Verbatims from the Mailed Survey

The faculty responding to the mailed survey were asked to suggest technologies or equipment that Cline Library should provide, and they also were asked to mention how they would use this technology or equipment. The verbatim answers to these questions are listed below.

- Cattle-prods for injudicious, ill-prepared students, perhaps? (just kidding)
- CD-ROM technology/laser disc for use in classroom instruction.
- Need larger video facilities, an auditorium for larger groups.
- Need CD-ROM projectors/computers and data bases for history, social science and humanities courses.
- Just catalogue and help search for media. Why separate media from where it's used? Whoever thought of consolidating it should be retired as being out of touch with needs and use.
- Need an on-line media/videos catalog, like the general catalog, which is accessible through CARL.
- Equipment is certainly adequate.
- Return all of our equipment to Center for Excellence in Education, please!!
- High intensity overhead projectors.
- I am not totally up to speed as to what is available at this time. I would like some multimedia and CD-ROM stations.
- Replace worn out projectors, etc.
- Need more large screen VCR monitors to show subtitles films to large classes.
- Laser disc - the same use as audio/video but different materials are available. Also CD-ROM for classroom assignments and discovery of new materials.
- We have state-of-the-art in SBS.
- We have the same equipment in Anthropology.
- Video production unit.
- Our equipment gets lots of use. It needs to be maintained and replaced when it is worn out.
- The computers currently in use are quite old and outdated.
  State-of-the-art Macintosh and IBM with music theory and scoring software would be very useful. CD-ROM will also be very important in the future.
- Since equipment is not provided, the change could be to loan when available.

- Have old 16 mm movies reformatted onto video tape so I can use them in our VCRs.
- CD-ROM for use in class lectures and demonstrations.
- Do you have slide collections a faculty member could check out and use for a class? This would be helpful.

VII. Suggestions Meant to Improve the Services Provided by the Staff in Media Services:

Verbatims from the Desk Evaluations

Those respondents filling out the desk evaluation form were asked to comment on how the staff at Media Services could improve their services, and the verbatim responses they gave to this question are listed below.

- Keep on trucking!
- There is only one problem that I can see during some of my visits to the media center. I use the audio carrels quite often and there have been times that some noise comes from the screening rooms that is distracting. Usually a staff member will ask if its bothering me and something is done to reduce the noise. If not , I'll either turn up the volume on my own headset or move to a further carrel. It's usually not that big an issue. Other than that the staff is always quick to help and very cheerful. That's great because I spend a lot of time here . Keep up the good work!
- If it could be a little quieter it would be more helpful for when we are using the machines.
- Find a way for the user of the video to control the video, i.e. , pause, rewind, etc. Publish services available.
- Make sure the tapes are rewound! Give us a pause button? rewind? Fast forward?
- More readings are always desired. Some media carrels which the students can operate independently would be nice for the times you want to listen to some selection repeatedly.
- Increase the size of the video library.
- Good Job!
- Get more library of congress recordings.
- I feel the staff has done a great job, but the availability of resources needs to improve. I have a very busy schedule and cannot often find times to fit in assignments on the computers due to the high demand for them by others. There should be many more than three.
- Keep at it!
- Continuing your commitment to service!! You guys and gals are great!!!
- Be as helpful as possible.
- Get more updated versions of videos.
- Things seem hunky-dory to me.
- Just be a little more efficient.
- Excellent group of staff.
- Please buy copyrights so we can record items needed and free up space!

- Everything is great!
- Have more tapes for academic listening.
- The only area which I think the library needs improvement is in their selection of videos. There are a limited number in psychology study skills (appropriate for college students), test taking, and counseling.
- Allow us to get copies of video tapes or rewind on our own.
- Greater selection in vocal range index of classical singers.
- I have often heard students (particularly AR's I work with) wish there were an alphabetical listing of the videos available- just a print out that can be referenced quickly. Does this exist?
- I have been extremely pleased and impressed with the services, personal attention and care!
- College is a place where we are encouraged to be adults yet constantly we are being treated like children. To think that I cannot only carefully put in but also take care of a cassette tape is ridiculous. I am an adult and should be treated as such . I can take care of a tape. I can operate a cassette tape player.
- Get more new music CD's.
- The staff is helpful- most of them. There are some that always seem like they don't want to be here, though. Well, neither do I really and I could use friendly help! I'm here a lot and have only been disappointed when it comes to selections available. Classical music could and should be expanded significantly. In my opinion there are many famous works and artists nowhere to be found in the library. The service is run well, though I appreciate the more friendly workers. Thanks.
- I personally believe they've been doing a good job until now.
- I have not been here long enough to use all the resources, but I look forward to discovering more!
- More helping finding things. The computer has some things listed in a strange way.
- Y'all are doing groovy- no worries!
- I think it is good already.
- The media services does a great job. I can't think of any improvements.
- Let us record selections. It is very inconvenient and unproductive. I like to listen to the music while I key away on my computer.
- Copy all tapes for students. Allowing students to rewind or fast forward tapes when necessary.
- Make more copies of audio tapes and tapes to sell.
- Open more hours on weekends. Possibly having more staff on hand right before MVS tests.
- Continue your wonderful hospitality .

- Make sure all tapes, etc. are rewound before they are given to students.
- The service and help has always been wonderful!
- Doing just fine.
- Get more musicals.
- Keep up the good work.
- More foreign films!!

PART FOUR: RESULTS OF THE DESK EVALUATION OF SPECIAL COLLECTIONS AND ARCHIVES (SCA)

This last section of the report includes the information provided by the evaluation forms that users of Special Collections and Archives filled out during the period from February 2-10. These respondents answered questions that dealt with the following areas: (1) purpose of their visit to SCA; (2) the information users have about resources and services, policies and procedures, and hours of operation; (3) availability of SCA materials and the types of materials used; (4) ratings of the personal assistance provided by SCA staff; and (5) verbatim comments on Special Collections and Archives.

I. Purpose for the Respondents' Visit to Special Collections and Archives

The SCA users were asked about the purpose of their visit, and these possibilities were listed: research for a class paper, research for a thesis or dissertation, research for a book or article, research for classroom instruction, and an other category. These results are reported in Table 1-1. Of the twenty -seven students using SCA, most (41 percent) were interested in something other than the categories listed, almost one-third (30 percent) did research for a class paper, and the rest of the students were interested in thesis or dissertation research, research for a book or article, or research for their classroom instruction.

Of the three NAU employees (who could be faculty, academic or service professionals, administrators, or classified staff), two were interested in research for a book or article, and one was interested in some other purpose. The fifteen people who were not affiliated with NAU were most interested in research for a book or article (40 percent), some other purpose (40 percent), work on a class paper (13 percent), or thesis/dissertation research (7 percent).

The other purposes that were listed by the SCA users are listed below:

Reason	Number of Respondents Mentioning Reason
• Personal Research	12
• Tutoring materials	1
• Personal Interest	3
• Consulting	1
• Class Project	1

Table 1-1: Purposes Users Gave for Their Visit to Special Collections and Archives

	Respondent Status		
	Students (n=27)	Employees (n=3)	Not Affiliated with NAU (n=15)
Research for a class paper	30%	0%	13%
Research for a thesis or dissertation	11	0	7
Research for a book or article	11	67	40
Research for classroom instruction	7	0	0
Other	41	33	40
	100%	100%	100%

II. Information SCA Users Have about Resources and Services, Policies and Procedures, and Hours of Operation

When the respondents were asked about the initial source of their information about the resources and services of Special Collections and Archives, 31 percent of the users say it was the Library staff, approximately one-fourth responds a friend (22 percent) or another source (27 percent), and a few say it was CARL (13 percent) or Library materials (7 percent). These results are reported in Table 2-1. The sources of information that users listed under the other category are listed below:

Sources	Number of Respondents Mentioning Source
• Teacher - Professor	3
• Arizona Historical Society	2
• Cannot remember - been so long	2
• Phone-call	1
• Family Member	1
• Student	1

The users also were asked if they were aware of SCA policies and procedures, such as registration, call slips, lockers, pencils only, and the like, prior to their visit. Many (61 percent) were aware of these policies and procedures, but a number were not. Finally, they were asked if they were aware of the change in operating hours, which are Monday through Friday, 9:00 a.m. to 6:00 p.m., and Saturday, 10:30 a.m. to 1:00 p.m. Just under half (49 percent) was aware of the operating hours. Table 2-2 reports these results.

Table 2-1: Primary Source of Information About SCA Resources and Services

	Respondents (n=45)
Library Material	7%
Library Staff	31
NAU CARL	13
Friend	22
Other	27
	100%

Table 2-2: Knowledge of SCA General Policies and Procedures and Hours of Operation

	Were you aware of our general policies and procedures prior to today? (n=44)	Were you aware of the change in our operating hours? (n=45)
Yes	61%	49%
No	39	51
	100%	100%

III. Availability of SCA Materials and Types of Materials Used

First, the users were asked which materials they used during their visit to Special Collections and Archives, and the following materials were listed: books, periodicals, newspapers, manuscripts, maps, oral histories, photographs or films, NAU Archives, Arizona Historical Society Collections, and an other category. These results are listed in Table 3-1. Second, they were asked if they found all materials that they were looking for during the visit, and this information is found in Table 3-2.

Slightly over half of the 27 students (52 percent) came to SCA on this visit to use books, and most (53 percent) of the people not affiliated with NAU did the same. The second most used materials were SCA periodicals, and the non-NAU affiliated users also were interested in photographs or films. The three NAU employees had separate interests, with one using books, another using periodicals, and the third using manuscripts.

Over three-fourths of the SCA users found all of the information that they were searching for on this visit, but this means that not all of the users found what they wanted.

The other materials that were used that day in the SCA are listed below:

Materials	Number of Respondents Mentioning Materials
• Hiking logs - articles	1
• Directories	1
• Microforms	1
• Photographs	1

Table 3-1: The Types of SCA Materials Used

	Students (n=27)	NAU Employees (n=3)	Not Affiliated with NAU (n=15)
Books	52%	34%	53%
Periodicals	19	33	13
Newspapers	4	0	0
Manuscripts	4	33	7
Maps	7	0	0
Oral History	4	0	0
Photo/Films	4	0	13
Archives	7	0	7
Other	0	0	7
	101%	100%	100%

Table 3-2: Finding the SCA Materials Needed

	Did you find all of the information you were looking for during this visit? (n=42)
Yes	76%
No	24
	100%

IV. Rating the Personal Assistance Provided by the SCA Staff

Ninety-six percent of the 45 SCA users rated the personal assistance that they received from the staff as excellent, another two percent rated the assistance as good, and the last two percent said the staff assistance was only fair. These results are reported in Table 4-1.

Table 4-1: Rating the Personal Assistance Provided by the SCA Staff

	How would you rate the personal assistance you received today from the SCA staff? (n=45)
Excellent	96%
Good	2
Fair	2
Poor	0
No opinion	0
	100%

V. Verbatim Comments on the Special Collections and Archives Department

The verbatim comments that SCA users included on their desk evaluation form are listed below:

- Keep up the good work. Everyone is helpful and professional to the extreme.
- Personnel are very helpful and courteous up here at Special Collections and Archives.
- Very nice people, and it is a great place to do research.
- I like the new hours.
- Very nice.
- Exceptional assistance and service!
- I think it is a really neat place not just for research but also for kicking back and learning something fun.
- I really like it.
- I have been impressed by the knowledge and assistance of the Special Collections staff. Thank you.

CLINE LIBRARY SURVEYS

Spring 1994

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Hello, may I speak with (STATE THE PERSONS NAME)

If the student is not available, ask when this student will be available and make the approprate notation on the call-back form.)

(Once you start speaking with the named person Respond as follows:)

Hello, my name is (STATE YOUR NAME), and I am calling from the Social Research Laboratory here at NAU to get your opinions on the resources and services offered by Cline Library. All your answers will be confidential. Is now a good time to answer a few questions?

(IF YES) Were you registered for classes last semester at NAU?

(If no, **Politely terminate the call**)

☐ Proceed

1. Last semester, how often did you use the resources and services offered by NAU's Cline Library--more than 4 times a month, between 1-4 times a month, less than once a month, or never?

☐ Often (more than 4)
☐ Sometimes (between 1 & 4)
☐ Seldom (less than 1)
☐ Never If selected, indicate CB form
☐ No answer

2. Why do you come to Cline Library? In other words, what are the main reasons that bring you to Cline Library? (This is an open-ended question, however, please use the responses listed below if one is appropriate.)

☐ Use REFERENCE asistance
☐ Study my own materials
☐ Use books for class assignment or researce
☐ Use journals for class assignments or research
☐ Reading or browsing for fun
☐ Use RESERVE materials
☐ Use films, videos, CDs, tapes, etc.
☐ Use the Special Collections
☐ Other (please specify) ☐

3. Now I'm interested in knowing how you would rate the personal assistance you have received in the different parts of Cline Library? I am going to read you a list of Library areas: please tell me if the service you received in this area was EXCELLENT, GOOD, FAIR or POOR.

3a. How would you rate the service you received at the Circulation Desk?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

(REPEAT RESPONSES AS NECESSARY)

3b. The Reserve Desk?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

3c. The Reference Desk?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

3d. The Media Desk?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

3e. The Periodicals Desk?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

3f. Special Collections?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

3g. Interlibrary Loans?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No Opinion/No Answer

4. Have you ever used the NAU (CARL) on-line catalog?

☐ Yes
☐ No

5. When searching for BOOKS, which search method do you use most often when using the NAU (CARL) on-line catalog? Do you most often search by 1. Title, 2. Author or Name, or 3. Subject or Word?

☐ Title
☐ Author or Name
☐ Subject or Word
☐ No Answer

5a. When searching for JOURNAL ARTICLES, which search method do you use most often when using the NAU (CARL) on-line catalog? Do you most often search by 1. Title, 2. Author or Name, or 3. Subject or Word?

☐ Title
☐ Author or Name
☐ Subject or Word
☐ No Answer

6. How successful are you in locating materials when using the NAU (CARL) on-line catalog? Are you VERY SUCCESSFUL, SOMEWHAT SUCCESSFUL, or RARELY SUCCESSFUL?

☐ Very Successful
☐ Somewhat Successful
☐ Rarely Successful
☐ No Opinion/No Answer

7. How important to you are Cline Library's CD-ROM stations, such as INFOTRAC, ERIC, and PsychLIT, in searching for journal articles or information on a subject? Are they VERY IMPORTANT, SOMEWHAT IMPORTANT or NOT IMPORTANT?

☐ Very Important
☐ Somewhat Important
☐ Not Important
☐ No Opinion/No Answer

8. How successful are you when using the CD-ROM stations to locate journal articles or information on a subject? Are you VERY SUCCESSFUL, SOMEWHAT SUCCESSFUL or RARELY SUCCESSFUL?

☐ Very Successful
☐ Somewhat Successful
☐ Rarely Successful
☐ No Opinion/No Answer

9. How many books did you check out of Cline Library in the Fall semester of 1993--None, 1-5, 6-10, 11-20, or more than 20.

- ☐ None
- ☐ 1-5
- ☐ 6-10
- ☐ 11-20
- ☐ More than 20
- ☐ No answer

10. With respect to BOOKS in your major or field of study, would you describe Cline Library's collections as VERY USEFUL, SOMEWHAT USEFUL, or NOT USEFUL?

☐ Very useful
☐ Somewhat useful
☐ Not useful
☐ No opinion/ No answer

11. With respect to BOOKS, how frequently do you find what you are looking for on the shelf--OFTEN, SOMETIMES, RARELY or NEVER?

☐ Often
☐ Sometimes
☐ Rarely
☐ Never
☐ No answer

12. With respect to JOURNALS in your major field of study, would you describe Cline Library's collections as VERY USEFUL, SOMEWHAT USEFUL or NOT USEFUL?

- ☐ Very useful
- ☐ Somewhat useful
- ☐ Not useful
- ☐ No opinion/ No answer

13. With respect to JOURNALS, how frequently do you find what you are looking for on the shelf-- OFTEN, SOMETIMES, RARELY or NEVER?

☐ Often
☐ Sometimes
☐ Rarely
☐ Never
☐ No answer

14. Have you ever taken a tour of Cline Library?

☐ Yes

☐ No

15. How helpful was the Library tour to you in learning to use Cline Library? Was it VERY HELPFUL, SOMEWHAT HELPFUL, or NOT HELPFUL?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

16. Have you ever had a class session that was held in Cline Library?

☐ Yes
☐ No

17. How helpful was the Library class session to you in learning to use Cline Library? Was it VERY HELPFUL, SOMEWHAT HELPFUL, or NOT HELPFUL?

- ☐ Very Helpful
- ☐ Somewhat Helpful
- ☐ Not Helpful
- ☐ No Opinion/No Answer

18. I am going to read you a list of things that might inhibit your use of Cline Library. Please tell me if these things discourage you from using Cline Library .

18a. Concerns about Security (Repeat responses as necessary.)

☐ Yes
☐ No
☐ No Opinion/No Answer

18b. Noise

☐ Yes
☐ No
☐ No Opinion/No Answer

18c. Availability of Library materials

☐ Yes
☐ No
☐ No Opinion/No Answer

18d. Availability of parking

☐ Yes
☐ No
☐ No Opinion/No Answer

18e. Availability of study space

☐ Yes
☐ No
☐ No Opinion/No Answer

19. Are there any other concerns or reasons that affect your use of Cline Library? (Open-ended question)

COMMENTS:

Item 2

20. Have you called Cline Library and listened to the taped message instructions?

☐ Yes
☐ No

21. Did the taped message instructions help you?

☐ Yes
☐ No

22. I would like you to comment on a list of methods that might help people use Cline Library's services and resources. Please tell me if you find each of these methods VERY HELPFUL, SOMEWHAT HELPFUL or NOT HELPFUL in increasing your ability to use Cline Library.

22a. The first is having a librarian help you in your research, would you find that very helpful, somewhat helpful or not helpful?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

22b. How about classes in the use of Library resources?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

22c. Written guides to Library resources and collections?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

22d. An interlibrary loan turnaround of 2-3 days for article photocopies?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

22e. Access to NAU-CARL from your place of residence?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

22f. Access to other Library catalogs or databases from your place of residence?

☐ Very Helpful
☐ Somewhat Helpful
☐ Not Helpful
☐ No Opinion/No Answer

23. Do you have any other comments or suggestions which would help us improve Library resources or services? (Open-ended question)

COMMENTS:

Item 2

24. Are you an undergraduate or graduate student?

☐ Undergraduate
☐ Graduate
☐ No answer
☐ Other ☐

25.) At the end of last semester, which college or school were you in? (open-ended question, with the items listed below on the screen)

☐ Don't Know
☐ Undeclared at that time
☐ Just taking courses
☐ Arts & Sciences
☐ Business Administration
☐ Creative/Communicative Arts
☐ Education
☐ Engineering/Technology
☐ Forestry
☐ Health Professions
☐ Hotel/Restaurant Management
☐ Social/ Behavioral Sciences
☐ Other

25a.) At the end of last semester, which department were you in?

☐ Don't Know
☐ Department name ☐

25b.) At the end of last semester, which Arts and Sciences department were you in?

☐ Don't Know
☐ Biological Sciences
☐ Chemistry
☐ English
☐ Environmental sciences
☐ Geology
☐ History
☐ Humanities/Religious Studies
☐ Mathematics
☐ Modern Languages
☐ Philosophy
☐ Physics
☐ Other

25c.) At the end of last semester, which Business major were you in?

☐ Don't Know
☐ Accounting
☐ Computer Information Systems
☐ Economics
☐ Finance
☐ Management
☐ Marketing
☐ Other: ☐

25d.) At the end of last semester, which School in Creative and Communication Arts were you in?

☐ Don't Know
☐ Art & Design
☐ Communication
☐ Performing Arts
☐ Other: ________

25e.) At the end of last semester, what was your major department in the Center for Excellence in Education?

☐ Don't Know
☐ Department name ☐

25f.) At the end of last semester, which Engineering and Technology department were you in?

☐ Don't Know
☐ Civil Engineering
☐ Computer Science
☐ Electrical Engineering
☐ Mechanical Engineering
☐ Technology
☐ Other ☐

25g.) At the end of last semester, which major in Forestry were you in?

☐ Don't Know
☐ Department name ☐

25h.) At the end of last semester, which Health Professions department were you in?

☐ Don't Know
☐ Dental Hygiene
☐ Health, P.E., Recreation
☐ Nursing
☐ Physical Therapy
☐ Speech Path & Audiology
☐ Other ☐

25i.) At the end of last semester, which department in Social and Behavioral Sciences were you in?

☐ Don't Know
☐ Anthropology
☐ Criminal Justice
☐ Political Science
☐ Psychology
☐ Sociology & Social Work
☐ Other ☐

25j.) At the end of last semester, what was your major department?

☐ Don't Know
☐ Department name ☐

26.) Last semester, did you live on-campus or off-campus?

☐ On-campus
☐ Off-campus
☐ No-Answer

Thank you. You've been very helpful. Have a good day/afternoon/evening.

After you terminate the conversation politely, please fill in the following information from the sample sheet.

27) STUDY ID# ☐

28) CLASS ☐ ☐

29) CLASS ID# ☐ ☐

CLINE LIBRARY SURVEY OF THE NAU FACULTY

Spring 1994

The administration of NAU's Cline Library wants to know your opinions concerning the resources and services offered by the Library. You have been selected from the University's list of full-time faculty. It is, consequently, very important that you complete and return your survey so that faculty views are adequately represented.

All responses will be kept confidential. The results of the survey will be analyzed as aggregate data and will be reported anonymously. Please be assured that your individual responses will not be linked to your identity. The survey results will be included in the Library's self-study. We very much appreciate your cooperation in this important survey.

If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

1. How often do you use the resources and services offered by Cline Library? Please circle the appropriate response.

   1 Often (more than 4 times a month)
   2 Sometimes (between 1-4 times a month)
   3 Seldom (less than once a month)
   4 Never

2. What factors restrict or constrain your use of Cline Library? Please circle all the factors listed below that apply to you.

   1 My teaching requires only limited library use.
   2 My research requires only limited library use.
   3 The Cline Library does not have the material I most often need.
   4 I find Cline Library difficult to use.
   5 I have all the materials I need in my personal library.
   6 I use another library.
   7 Other (please specify): ______________________________
   8 No factors restrict or constrain my use.

If you never use Cline Library's services or resources, please skip to question 16.

3. How important is Cline Library to you for the following uses or purposes? Please circle the appropriate response for each use or purpose.

	Very Important	Somewhat Important	Not Important	No Opinion
REFERENCE assistance	1	2	3	4
Study my own materials	1	2	3	4
Use books for class preparation or research	1	2	3	4
Use journal articles for class preparation or research	1	2	3	4
Read or browse for recreation	1	2	3	4
Place materials on RESERVE	1	2	3	4
Use MEDIA materials (films, records, etc.)	1	2	3	4
Use SPECIAL COLLECTIONS materials	1	2	3	4

4. How would you rate the personal assistance you have received in the different parts of Cline Library? Please rate the service you have received in each of the areas listed below as excellent, good, fair or poor by circling the appropriate box.

	Excellent	Good	Fair	Poor	No Opinion
Circulation Desk	1	2	3	4	5
Reserve Desk	1	2	3	4	5
Reference Desk	1	2	3	4	5
Media Desk	1	2	3	4	5
Periodicals desk	1	2	3	4	5
Special Collections	1	2	3	4	5
Interlibrary Loan	1	2	3	4	5

5. How frequently do you use the NAU (CARL) online catalog to locate Library materials? Circle only one.

   1 Often

   2 Sometimes

   3 Rarely

   4 Never – **If you never use CARL to locate Library materials, please skip to question 9.**

6. When looking for books using the NAU (CARL) online catalog, which search method do you use most often? Circle only one.

   1 Title

   2 Author (Name)

   3 Subject (Word)

7. When looking for journal articles using the NAU (CARL) online catalog, which search method do you use most often? Circle only one.

1 Title
2 Author (Name)
3 Subject (Word)

8. How successful are you in locating your materials using the NAU (CARL) online catalog?

1 Very successful
2 Somewhat successful
3 Rarely successful
4 No opinion

9. How important are Cline Library's CD-ROM systems (INFOTRAC, ERIC, PsychLIT, etc.) in helping you find journal articles or information on a subject?

1 Very important
2 Somewhat important
3 Not important
4 No opinion

10. How successful are you in locating journal articles or information on a subject using the following CD-ROM systems? Please circle the appropriate number for each system.

	Very Successful	Somewhat Successful	Rarely Successful	No Opinion/ Not Applicable
INFOTRAC	1	2	3	4
ERIC	1	2	3	4
PsychLIT	1	2	3	4
Other (list and rate):				
____________________	1	2	3	4
____________________	1	2	3	4

11. How many books ~~do~~ did you check out of Cline Library in the Fall semester, 1993?

1 None
2 1 - 5
3 6 - 10
4 11 - 20
5 More than 20

12. With respect to books and journals in your major field of study which Cline Library owns, how often do you find what you are looking for on the shelf? Circle the appropriate number.

	Often	Sometimes	Rarely	Never
Find: BOOKS	1	2	3	4
Find: JOURNALS	1	2	3	4

Please suggest improvements that would help you to locate the books or journals you want:

13. With respect to books and journals in your academic discipline, how satisfied are you with Cline Library's collections? Circle the appropriate number for each.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
BOOKS	1	2	3	4	5
JOURNALS	1	2	3	4	5

If dissatisfied, please explain why:

14. Based on your experience, please rate each of the following collections as excellent, good, fair or poor by circling the appropriate number for each.

	Excellent	Good	Fair	Poor	No Opinion
Books for undergraduate teaching	1	2	3	4	5
Books for graduate teaching	1	2	3	4	5
Books for research	1	2	3	4	5
Journals for undergraduate teaching	1	2	3	4	5
Journals for graduate teaching	1	2	3	4	5
Journals for research	1	2	3	4	5

15. Are you satisfied with Cline Library's hours of operation?

1 Yes

2 No – Please explain why:

16. Do you provide instruction in your classes on indexes, bibliographies, and other resources that are available in Cline Library?

1 Yes

2 No

17. How helpful would the following methods be for increasing your students' awareness of and ability to use Cline Library's services and resources?

	Very Helpful	Somewhat Helpful	Not Helpful	No Opinion
Librarians giving course-related tours/lectures in the library	1	2	3	4
Librarians giving course-related lectures in your classrooms	1	2	3	4
Librarians working individually with your students	1	2	3	4
Pre-arranged library assignments developed by faculty and librarians	1	2	3	4
Written guides on use of the Library's services and resources	1	2	3	4
A required credit course in Library research methods	1	2	3	4
An elective course in Library research methods	1	2	3	4
Other (list and rate):				
______________________	1	2	3	4
______________________	1	2	3	4

18. How helpful would the following methods be for increasing your ability to use Cline Library's services and resources?

	Very Helpful	Somewhat Helpful	Not Helpful	No Opinion
Librarians working individually with you on your research projects	1	2	3	4
Classes in the use of specific Library resources	1	2	3	4
More written guides to Library resources and collections	1	2	3	4
Interlibrary loan turnaround of 2 - 3 days for article photocopies	1	2	3	4
Interlibrary loan turnaround of 2 - 3 days for books	1	2	3	4
Access to NAU-CARL from your office or home	1	2	3	4
Access to other library catalogs or databases from your office or home	1	2	3	4
Other (list and rate):				
______________________________	1	2	3	4
______________________________	1	2	3	4

19. What technologies or equipment do you think Cline Library should provide, but does not currently provide? How would you use this technology or equipment?

20. Have you called Cline Library and listened to our taped message instructions?

☐ Yes
☐ No

21. Did the taped message instructions help you?

☐ Yes
☐ No

22. Do you have any other comments or suggestions which would help us improve existing Library resources or services?

Please indicate your position:	What is your department or unit?
1 Instructor/Lecturer	______________________________
2 Assistant Professor	
3 Associate Professor	
4 Professor	
5 Other:________________________	

Thank you for your time! If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

CLINE LIBRARY SURVEY OF FACULTY MEDIA USERS

Spring 1994

As a faculty media user, the administration of NAU's Cline Library is interested in your opinions concerning media services. You have been selected from the list of faculty who use the Library's media services, and it is very important to us that you complete and return this short questionnaire so that we can improve these services.

All responses will be kept confidential. The results of this survey will be analyzed as aggregate data and will be reported anonymously. Please be assured that your individual responses will not be linked to your identity. We very much appreciate your cooperation.

If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

1. How often did you use the resources or facilities of Cline Library's Media Services in the Fall 1993 semester?

1 0-3

2 4-8

3 9-14

4 15 times or more

2. How often in the Fall 1993 semester did you have videos or other media (cassettes, CDs, etc.) delivered to a classroom or office?

1 0-3

2 4-8

3 9-14

4 15 times or more

3. How often in the Fall 1993 semester did you have media **equipment** delivered to a classroom or office?

1 0-3

2 4-8

3 9-14

4 15 times or more

4. In the Fall 1993 semester, did you use other providers of media and media equipment (including your own) for instruction?

   1 Yes

   2 No--If no, please skip to question 7.

5. Who provided this media or media equipment? Please circle all that apply.

   1 It was my own media.

   2 It was my own media equipment.

   3 I got the media from another provider--If so, please name the provider: ________________
   ____

   4 I got the equipment from another provider--If so, please name the provider: ____________
   ____

6. What were your reasons for using your own media or media equipment or another provider?

7. How important to you is Cline Library's media collection for the following uses? Please circle the appropriate number for each use.

	Very Important	Somewhat Important	Not Important	No Opinion
Instruction	1	2	3	4
Personal research	1	2	3	4
Recreation or leisure	1	2	3	4

8. How satisfied are you with Cline Library's Media Services in the following areas? Please check the appropriate number for each area.

	Very Satisfied	Somewhat Satisfied	Not Satisfied	No Opinion
Media collections in your disciplinary area	1	2	3	4
Personal assistance	1	2	3	4
Hours of service	1	2	3	4

9. Do you have any other comments or suggestions which would help us improve Cline Library's existing resources and services in Media Services?

10. What technologies or equipment do you think Cline Library should provide but is not currently providing in Media Services, and how would you use this technology or equipment?

11. Please indicate your position
   1 Instructor or Lecturer
   2 Assistant Professor
   3 Associate Professor
   4 Professor
   5 Other: ____________________

12. What is your department or unit?____________________

Thank you for your time! If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

CLINE LIBRARY SURVEY OF FACULTY FIELD SERVICES USERS

Spring 1994

As a field services user, the administration of NAU's Cline Library is interested in your opinions concerning field services. You have been selected from the list of faculty who use the Library's field services, and it is very important to us that you complete and return this short questionnaire so that we can improve these services.

All responses will be kept confidential. The results of this survey will be analyzed as aggregate data and will be reported anonymously. Please be assured that your individual responses will not be linked to your identity. We very much appreciate your cooperation.

If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

1. How many semesters have you taught field-based classes for NAU?

   ______

2. If a Field Service librarian has ever made a presentation to one of your classes, how would you rate the quality of this presentation? On a scale from one to ten, with one being the lowest and ten being the highest, please circle the appropriate number.

   Low--1 2 3 4 5 6 7 8 9 10--High

3. What suggestions do you have to improve presentations offered by Field Services librarians?

4. How important to you are Cline Library's NAU CARL online catalog and the CD-ROM systems (ERIC, PsychLIT, etc.) in helping you find materials for your research? Please circle the appropriate number for each.

	Very Important	Somewhat Important	Not Important	No Opinion
NAU CARL	1	2	3	4
CD-ROM systems	1	2	3	4

5. How successful are you in using NAU CARL or the CD-ROM systems to find the materials you need?

	Very Successful	Somewhat Successful	Not Successful	No Opinion
NAU CARL	1	2	3	4
CD-ROM systems	1	2	3	4

6. How often do you request books or journal articles from Field Services per semester?

1 Never
2 1-3
3 4-6
4 7 or more times

7. How satisfied are you with Cline Library's resources and services in the following areas? Please check the appropriate number for each area.

	Very Satisfied	Somewhat Satisfied	Not Satisfied	No Opinion
Books in your academic discipline	1	2	3	4
Journals in your academic discipline	1	2	3	4
Personal service from the Field Services staff	1	2	3	4
Turnaround time for receiving books	1	2	3	4
Turnaround time for receiving journal articles	1	2	3	4

8. Besides using Cline Library's Field Services, what other libraries do you use in support of your NAU teaching?

9. Please indicate your position.

Instructor or Lecturer
Assistant Professor
Associate Professor
Professor
Other: ______________________________

10. What is your department or unit?

____

Please list any comments or suggestions which would help us improve Cline Library's Field Services for you or your students?

Thank you for your time! If you are returning the survey through campus mail, please fold and staple the form so that the address of the Social Research Laboratory is showing. If you are off-campus, please return the survey in the envelope that has been provided.

USER SURVEY: MEDIA SERVICES
CLINE LIBRARY, SPRING 1994

Please take a few minutes to complete this short survey and to return it to the Media Services desk before you leave. Thank you for your time!

1. How often do you use the resources or facilities of Media Services?
   _____ Only once a month
   _____ 2-5 times a month
   _____ More than 5 times a month

2. Do you use the Media Services most often for academic work or leisure?
   _____ Academic work _____ Leisure

3. How important are each of the following to you? Please circle the number associated with the appropriate response.

	Very Important	Somewhat Important	Not Important	No Opinion
Media reference help	1	2	3	4
Media carrels	1	2	3	4
Special needs equipment	1	2	3	4
Audiocassette duplications	1	2	3	4
Media screening rooms	1	2	3	4
Slide viewing room	1	2	3	4

4. How satisfied are you with the media collections available through Media Services?
   _____ Very satisfied _____ Somewhat satisfied
   _____ Not satisfied _____ No opinion

5. How would you rate the assistance you have received from the Media Services staff?
   _____ Excellent _____ Good _____ Fair _____ Poor
   _____ No Opinion

6. Please give us your overall rating of Media Services on a scale from one to ten. With one being the lowest and ten being the highest, circle the appropriate number on the scale below.

   Low--1 2 3 4 5 6 7 8 9 10--High

7. Please check your one, primary status from the list below:
   _____ Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate Student
   _____ Faculty/Academic Professional _____ Service Professional _____ Classified Staff
   _____ Administration _____ Community College User _____ Non-University User

8. If you are an NAU student or employee, please list your college or unit and your department (if relevant):
   College/Unit ______________________ Department ______________________

9. What can the staff at Media Services do to improve their services? Please continue your comments on the back of this page.

USER SURVEY: SPECIAL COLLECTIONS and ARCHIVES
Cline Library, Spring 1994

Please take a few moments to complete this short survey and to return it to the Special Collections and Archives (SCA) service desk before you leave today. Thank you for your time.

---

1. Purpose of this visit (check all that apply):

___ Research for a class paper
___ Research for a thesis or dissertation
___ Research for a book or article
___ Research for classroom instruction
___ Other (Please describe)________________________________

2. Where did you first learn about the resources and services of Special Collections and Archives? (Check only one.)

___ Library materials (newsletters, handouts, etc.)
___ Library personnel/staff
___ NAU (CARL) online catalog
___ A colleague or friend
___ Other (please name): ________________________________

3. Were you aware of our general policies and procedures, such as registration, call slips, lockers, pencils only, etc., prior to your visit today? ___ Yes ______ No

4. Were you aware of the change in our operating hours (Monday through Friday, 9 a.m.-6 p.m., and Saturday, 10:30 a.m.-1 p.m.)? ______ Yes ______ No

5. What materials did you use today in the SCA (please check all that apply)?

___ books
___ manuscripts
___ photographs or films
___ periodicals
___ maps
___ NAU Archives
___ newspapers
___ oral histories
___ Arizona Historical Society Collections
___ other (please describe): ________________________________

6. Did you find all of the information you were looking for during this visit? ____ Yes ____ No

7. How would you rate the personal assistance you received today from the SCA staff?

____ Excellent
____ No Opinion/No Answer
____ Good
____ Fair
____ Poor

8. What is your status? (Please check your one, primary status)

___ Undergraduate Student
___ Service Professional
___ Not affiliated with NAU
___ Graduate Student
___ NAU Administration
___ Faculty Academic Professional
___ Classified Staff

9. Please feel free to make any other comments regarding the Special Collections and Archives Department and continue these comments on the back of this form.